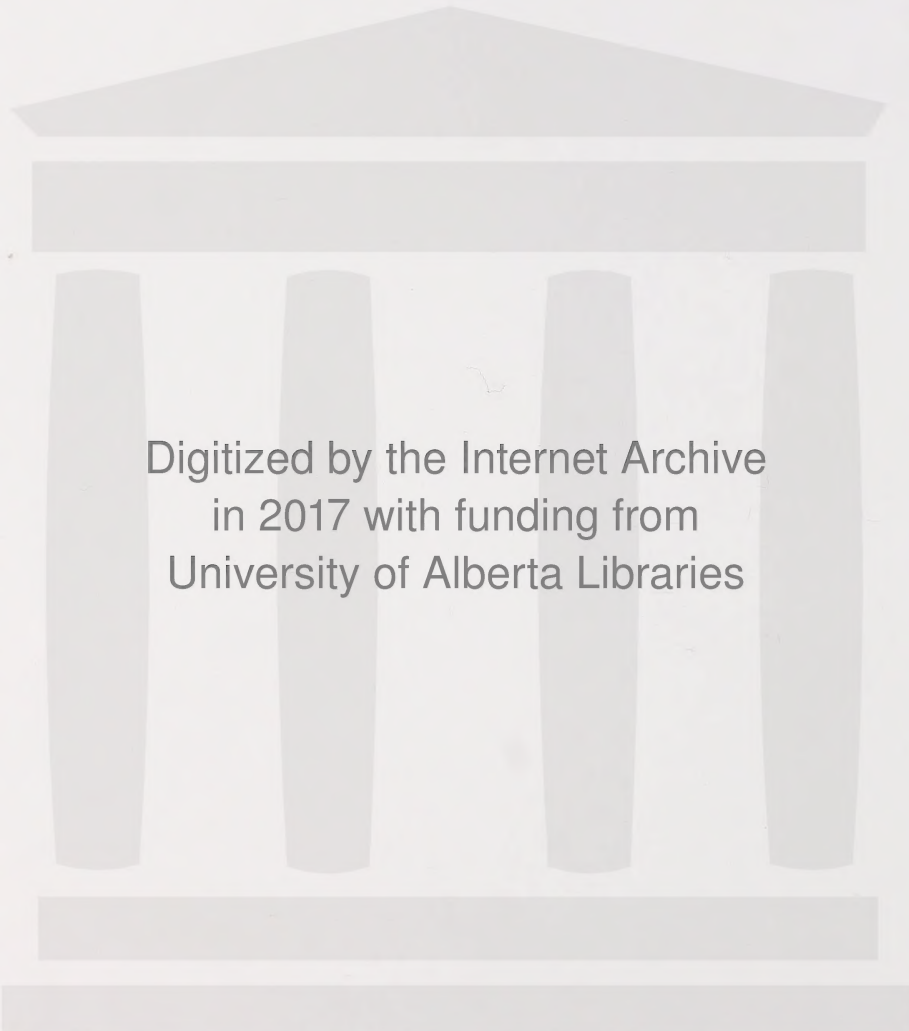


Thematic Module 4B



The Wonderful World of Animals



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Thematic Module 4B

The Wonderful World of Animals

Day 10 to 18



This product is the result of a joint venture with the following contributors:



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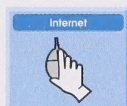
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Grade One Thematic
Module 4B: The Wonderful World of Animals
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2340-0

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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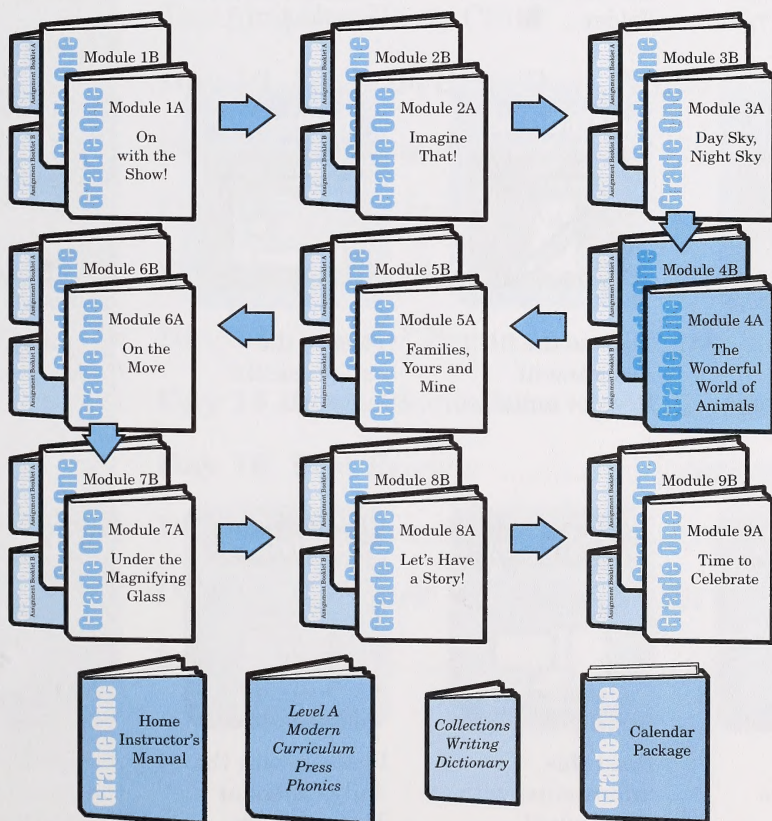
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Course Overview: Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

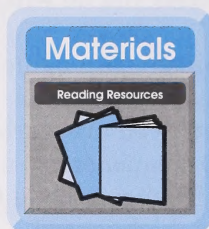
Icons: Materials



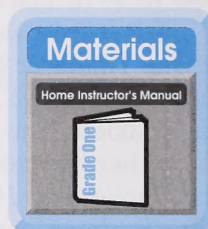
Turn to the *Level A: Modern Curriculum Press Phonics* book.



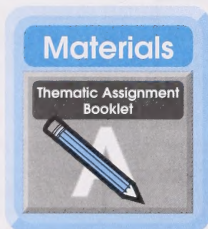
Place an item in the Student Folder.



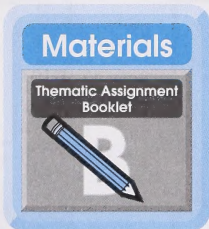
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



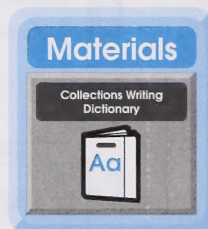
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

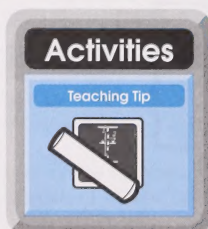


Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.

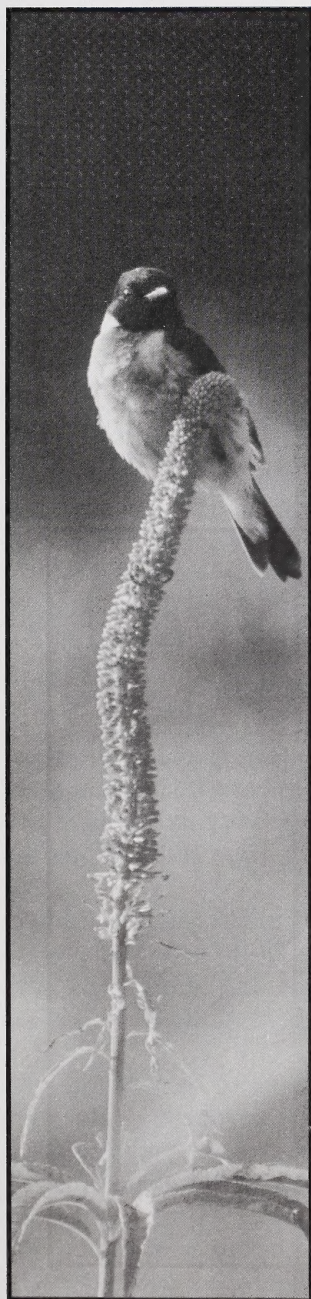


Proceed with the daily Calendar Time activity.



Access the Internet for the student. (This activity is always optional.)

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Module 4 Overview

The Wonderful World of Animals



Welcome to the Wonderful World of Animals! Over the next few weeks, you'll learn about animals that live nearby—sharing our homes, parks, and farms. You'll also take a look at the fascinating lives of animals in the wild that live both near and far. Books of fact and fiction will help your student discover more about the animal kingdom.

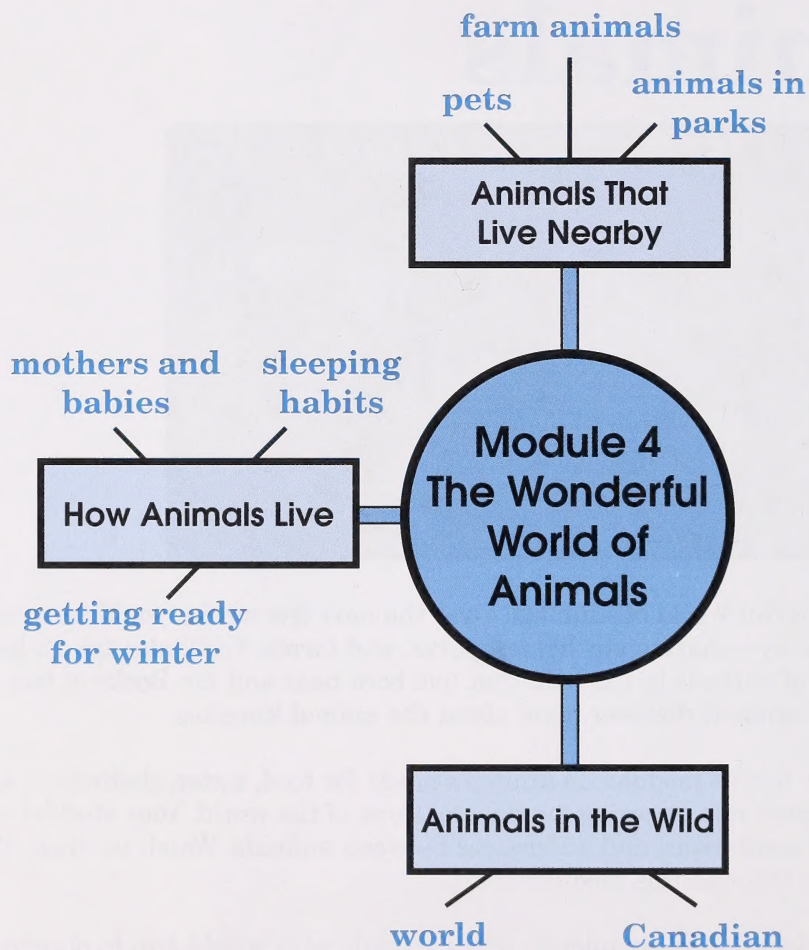
Several themes recur in this module: an animal's needs for food, water, shelter, air, and space, as well as people's role in caring for the creatures of the world. Your student will also be asked to find similarities and differences between animals. Watch for these themes as you work and play through this module.

You might wish to celebrate the completion of the module with a field trip to observe animals. A nearby zoo, farm, or animal shelter would be a good destination. If that is not possible, perhaps a visit to a family with pets could be arranged to coincide with the module's completion on Day 18.

Now, to make a grand entrance into The Wonderful World of Animals, listen to "Introduction and Royal March of the Lions" from *Carnival of Animals*. You will find this on Track 1 of *Classics for Children*.

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

This module meets many curriculum objectives while building on your student's knowledge of the animal world. Because of the integrated nature of this Thematic program, you will find that objectives from one subject often relate to, or overlap, those of another subject. You will also notice that one activity may involve several—even all—of the strands of language arts (listening, speaking, reading, writing, viewing, and representing).

Science objectives are featured throughout this module, and are sometimes fulfilled through drama, music, and physical education activities.

Connections between various parts of the program make learning easier, more meaningful, and more enjoyable for the student. The skills and concepts listed below are only a sample of the total educational package included in Module 4.

Language Arts Skills

- **Reading**—identifying high-frequency words by sight; using knowledge of print, pictures, book covers, and title pages to construct and confirm meaning; previewing books and using previous experience to make connections to meaning of text; identifying the main idea of a story; using phonics knowledge and skills to read unfamiliar words in context; reading aloud with some fluency and accuracy after rehearsal; self-correcting when reading does not make sense
- **Writing**—experimenting with different ways of exploring and developing stories; increasing level of independence by using a personal dictionary, charts, and environmental print as reference; writing and representing brief narratives about own experience; checking for obvious spelling errors and missing words; writing simple sentences correctly, using capital letters and end punctuation; adding details, such as titles, labels, captions, and pictures, to writing
- **Speaking**—speaking in a clear voice, with appropriate volume, to an audience; sharing personal experience related to oral, print, and other media texts; talking with others about something recently learned; making observations about activities, experiences, and text; asking questions to get additional information from oral, print, and other media
- **Listening and Viewing**—listening and responding appropriately to experiences and feelings shared by others; following spoken directions for gathering ideas and information; taking turns sharing ideas and information; participating in shared listening and viewing experiences

- **Research**—finding information on a topic using a variety of sources, such as picture books, magazines, electronic media, people, and field trips; using questions to find specific information; listing related ideas and information on a topic; recognizing and using gathered information to communicate new learning
- **Printing**—printing letters legibly from left to right, using lines as a guide; using appropriate spacing between letters and words; practising letter formation
- **Phonics**—associating sounds with letters and some letter combinations; identifying and generating rhyming words; generating and reading phonetically regular word families; reviewing consonants in the beginning, middle, and end position; reviewing short vowel sounds; introducing and reviewing long vowel sounds; introducing and reviewing letter combinations
- **Spelling**—applying phonics knowledge and visual memory to attempt spelling of words; correctly spelling high-frequency words; knowing that words have conventionally accepted spellings; mastering high-frequency words **make, made, use, go, so, and no**; becoming more independent in spelling by using *Collections Writing Dictionary*, known words, and constructed spellings
- **Sight Words**—mastering high-frequency words **like, to, had, not, from, what, some, day, way, away, may, time, when, where, and there**

Other Subject Skills

- **Science**—asking questions that lead to exploration and investigation; making and recording relevant observations using written language, pictures, and charts; observing and identifying similarities and differences in the needs of animals; describing ways that humans meet their needs and the needs of plants and animals; identifying the requirements of animals to maintain life (e.g., air, food, water, shelter, space); recognizing that we must provide for the needs of animals in our care; identifying examples of animals under human care
- **Drama**—improving speaking skills; responding to stimuli, such as music and literature; using dramatic movement to investigate the environment; imitating voice for sound and pitch; miming animal movements; readers' theatre
- **Visual Arts**—representing observations, including horizon in landscape; creating relief art with commercial modelling clay; stepping back for appraisal; adding finishing touches; displaying artwork

- **Music**—using tone matching; singing in tune; responding physically to the beat; recognizing that music may be fast or slow; recognizing that sounds may be high or low; recognizing that music expresses feelings; using movement to interpret music; understanding that the words of a song are very important to understanding the song
- **Health and Life Skills**—understanding there are similarities and differences in all people; recognizing personal interests and how they resemble or differ from others; understanding the need for regular exercise to help the body grow and develop; understanding many nutritious foods are provided by farm animals
- **Physical Education**—performing a wide variety of actions that engage the whole body; appreciating the performance of self and others; demonstrating body awareness through movement involving shape, balance, and transfer of weight; improving physical fitness through vigorous and continuous participation in gymnastics, dance, and outdoor pursuits within the student's physical capabilities
- **Information Communication and Technology (optional)**—using a CD-ROM or the Internet to find information about a given topic; exploring and using the keyboard to produce short excerpts of text, such as titles, captions, or a brief writing; using a draw program with an erase feature

Module Materials

Books

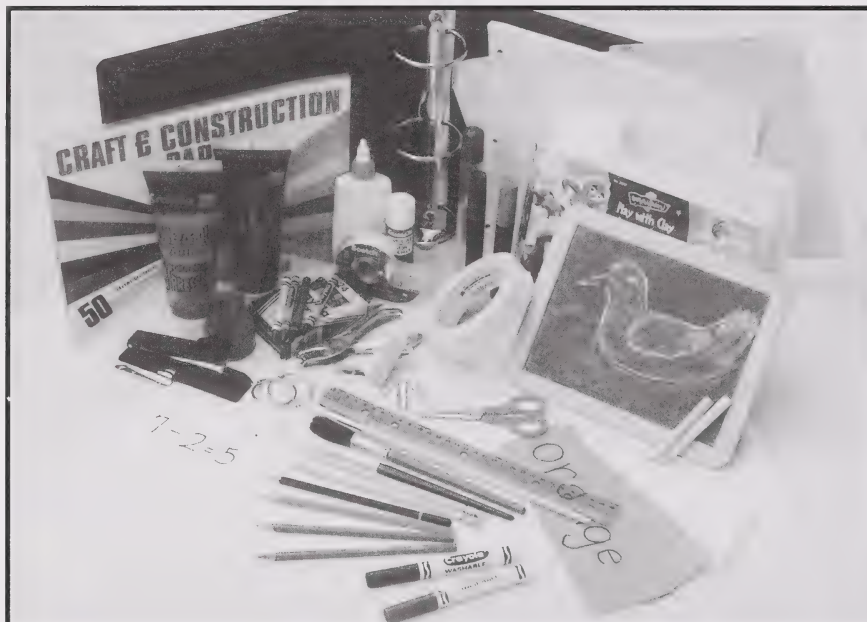
- *Level A: Modern Curriculum Press Phonics*
- *Collections Writing Dictionary*
- *Slide In* (Nelson Language Arts Series)
- *Collections: Time to Play*
- *Collections: Around My Place*
- *The New Baby Calf* by Edith N. Chase and Barbara Reid
- *Collections: Once Upon a Time*
- *Collections: Under My Hood*
- *Zoom In* (Nelson Language Arts Series)
- *Collections: It Looks Like . . .*

Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond
- *Classics for Children* with Arthur Fiedler and the Boston Pops

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



Materials

Home Instructor's Manual



See the Home Instructor's Manual for further information on the Master List of Required Materials.

Student Folder

Materials

Student Folder



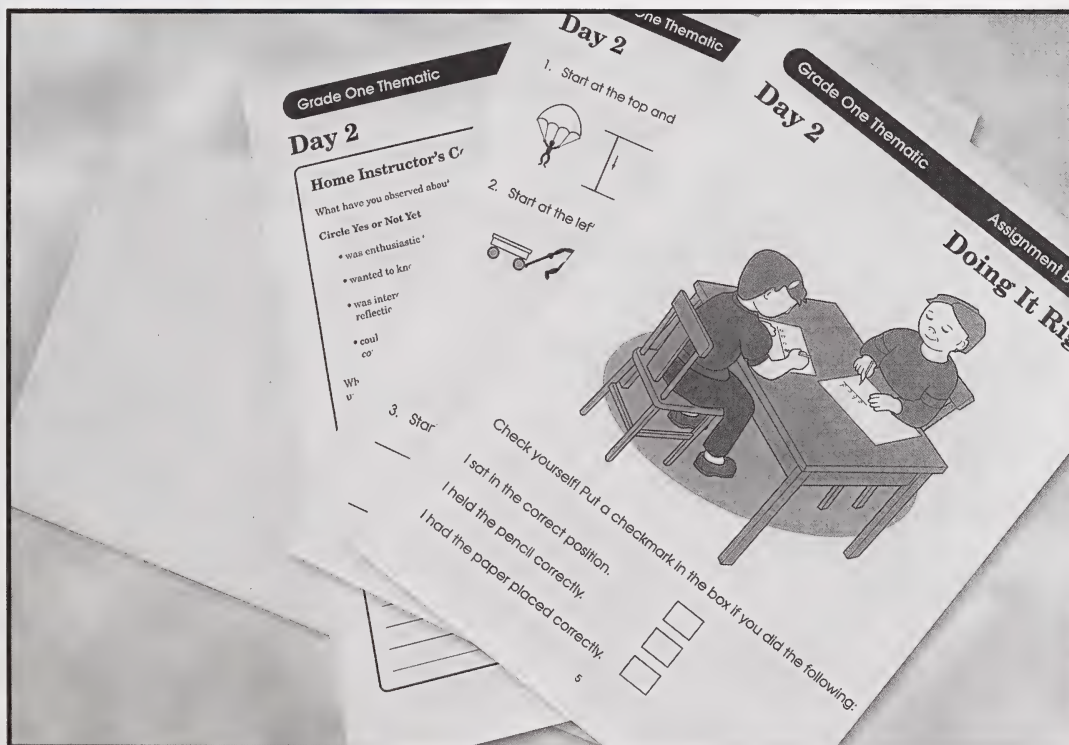
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

Materials

Home Instructor's Manual



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

Books

Music

Go In and Out the Window: An Illustrated Songbook for Children by P. Fox

If You're Happy and You Know It by Nicki Weiss

Art Concepts

Playing with Plasticine by Barbara Reid

Sign Language

The Handmade Alphabet by Laura Rankin

Sesame Street Sign Language ABC with Linda Bove
by Linda Bove

Pets

ASPCA Pet Care Guides for Kids: Kittens and others
in the series by Mark Evans

The Baritone Cat by Mora Skelton

Dogs by Gail Gibbons

Mister Got to Go: The Cat That Wouldn't Leave
by Lois Simmie

My New Kitten by Joanna Cole

Oma and Bobo by Amy Schwartz

To Love a Cat by Colleen Stanley Bare

To Love a Dog by Colleen Stanley Bare

Farm Animals

Amos's Sweater by Janet Lunn

Barnyard Lullaby by Frank Asch

Bibi and the Bull by Carol Vaage

The Day the Sheep Showed Up by David McPhail

Goose by Molly Bang

A Horse Called Farmer by Peter Cumming

Milk Makers by Gail Gibbons

The Rooster's Gift by Pam Conrad

The Story of Ferdinand by Munro Leaf

Wild Animals

Antler, Bear, Canoe: A Northwoods Alphabet Year
by Betsy Bowen

Canadian Wild Animals by Colleayn Mastin

Crow and Fox and Other Animal Legends
by Jan Thornhill

The Eyes of Gray Wolf by Jonathan London

A First Look at Bats by Joyce Hunt and
Millicent Selsan

Footprints in the Snow by Cynthia Benjamin

Red Wolf Country by Jonathan London

Wild in the City by Jan Thornhill

The Wildlife ABC by Jan Thornhill

Bears

Amazing Bears by Theresa Greenaway

Bear by John Schoenherr

Bears by Hannah E. Glease

Bears in the Wild by Cliff Moon

The Biggest Bear by Lynd Ward

Brown Bear, Brown Bear, What Do You See?
by Bill Martin Jr.

Corduroy by Don Freeman

How Do Bears Sleep? by E. J. Bird

A Pocket for Corduroy by Don Freeman

Polar Bear, Polar Bear, What Do You Hear?
by Bill Martin Jr.

The Three Bears Rhyme Book by Jane Yolen

Where Do Bears Sleep? by Barbara Shook Hazen

Beavers

Beaver by Glen Rounds

Beavers Beware! by Barbara Brenner

Busy Beavers by Barbara M. Brownell

Birds

Birds, Nests, and Eggs by Mel Boring

Cardinals, Robins Guide by George S. Fichter

Crinkleroot's Guide to Knowing the Birds
by Jim Arnosky

Have You Seen Birds? by Joanne Oppenheim

Night Creatures by Gallimard Jeunesse

Animal Homes

Animal Homes by Brian Wildsmith

A House for Hermit Crab by Eric Carle

A House Is a House for Me by Mary Ann Hoberman

I Can Build a House! by Shigeo Watanabe

Respect For Animals and Environmental Concerns

Animals Should Definitely Not Wear Clothing
by Judi Barrett

Hunter and His Dog by Brian Wildsmith

Oi! Get Off Our Train by John Burningham

The Sparrow's Song by Ian Wallace

Where Once There Was a Wood by Denise Fleming

Other Animal Books

Animalia by Graeme Base

Animals in Winter by Henrietta Bancroft and
Richard Van Gelder

Animals in Winter, National Geographic Society

Animals Showing Off, National Geographic Society

Animaze!: A Collection of Amazing Nature Mazes by
Wendy Madgwick

Fish Eyes: A Book You Can Count On by Lois Ehlert

Frederick by Leo Lionni

The Golden Egg Book by Margaret Wise Brown

Indian Legends of Canada by Ella Elizabeth Clark

In The Snow: Who's Been Here? by Lindsay
Barrett George

The Mixed Up Chameleon by Eric Carle

Nuts to You! by Lois Ehlert

The Three Little Wolves and the Big Bad Pig
by Eugene Trivizas

The True Story of the 3 Little Pigs by Jon Scieszka

What's That Noise? by Michele Lemieux

Zoo by Gail Gibbons

Fiction Series

Clifford books by Norman Bridwell

Frog and Toad books by Arnold Lobel

Little Bear books by Elsie H. Minarik

Spot books by Eric Hill

Magazines

The following magazines are good sources for pictures, stories, and facts about animals:

Spider

Ranger Rick

Wild

Your Big Backyard

Owl

Chickadee

National Geographic World

Zoobooks

Videocassettes

Note: Some of the suggested videos may not be authorized by Alberta Learning. Home Instructors should use their own discretion regarding the use of these resources for their students.

The following videos may be available at your local library.

See How They Grow: This video series shows various animals from their first hours of life to maturity. Animated examples and narration are suitable for young children. The titles *Farm Animals*, *Pets*, and *Wild Animals* will particularly suit this module. New York: Sony Music Entertainment, 1993.

Meet the Author/Illustrator Barbara Reid. Toronto: Mead Educational Services, 1989. This videocassette would be helpful when preparing for Project Time in Day 5 and Day 6.

Sharon, Lois, and Bram's Elephant Show, Vol 1. Toronto: Cambium, 1996. Sharon, Lois, Bram, and Eric Nagler explore life on a farm and find things to do in their neighbourhood.

10 Crunchy Carrots with Charlotte Diamond. Vancouver: Hug Bug Music Inc., 1996. Watching and singing along with Ms. Diamond will help you learn the actions for songs like "I Wanna Be a Dog," "Octopus," and "Spider's Web."

ACCESS Videos

You may be able to borrow ACCESS videos through your local school or library. For more information, contact ACCESS.

Edmonton and area: (780) 440-7729

Rest of Alberta: 1-800-352-8293

Outside of Alberta: 1-888-440-4640

Animals Around You. 15 mins. Washington, D.C.: National Geographic Society, 1992.

Animal Life Spans (how scientists determine an animal's age and how long animals are likely to live)

Animals on the Farm (appearance, characteristics, and care of chickens, dairy cows, and pigs)

At Home with Zoo Animals (how zoos mimic natural environments to meet animals' needs)

Counting with Animals (odd and even numbers and basic computations)

Sizing Up Animals (big and small, light and heavy, tall and short)

Summer on the Farm. 30 mins. Kelowna, B.C.: Film West and Associates, 1995. Two part series. Part 1 (VC380001) covers planting to harvest. Part 2 (VC380002) covers farm animals and the growth of a calf.

Take a Look-Dairy Farm. 10 mins. Toronto: TV Ontario-Ontario Educational Communications Authority, 1990. How cows are fed, milked, and cared for; how milk gets to the consumer.

Where Do Animals Go in the Winter? 17 mins. Washington, D.C.: National Geographic Society, 1995. Changes in behaviour, diet, shelter, and appearance of animals in winter.

The Zoo Crew. 29 mins. Mississauga, ON.: Marlin Motion Pictures, 1995. How animals are cared for in a zoo.

National Film Board Videos

Summer Legend, 8 mins. Directed by Francois Hartman. Produced by Eunice Macaulay. Mi'kmaq legend describing the cycle of the seasons.

The Owl and the Raven, 6 mins. Directed by Co. Hoedemen. Produced by Pierre Moretti. An Inuit legend of how the raven became black.

Audiocassettes

Singable Songs for the Very Young. Raffi. Willowdale, ON: Troubadour Records Ltd., 1976. Songs: "Down by the Bay," "Robin in the Rain," "Five Little Frogs," "Willoughby Wallaby Woo," "Spider on the Floor," "Baa Baa Black Sheep," "Going to the Zoo"

A First Album by Fred Penner. Songs: "The Cat Came Back," "I Had a Rooster," "Little White Duck," "The Story of Blunder"

Websites

<http://www.learning.caliberinc.com/grade1.html>

<http://www.owu.edu/~mggrote/pp/>

<http://www.libsci.sc.edu/miller/Unitlink.htm>

<http://www.publib.nf.ca>

<http://www.snakesandrepitiles.com/links.html>

<http://www.kinderart.com>

Computer Programs

Microsoft Encarta 97: The Complete Multimedia Encyclopedia

Macintosh Grolier 99: Multimedia Encyclopedia Version Home Schooling



Social



Physical



Intellectual



Creative



Emotional

Teaching the Whole Child



What Do Birds Do in Winter?

Today's topic, migration, was introduced in last day's Story Time, "Geese in the Sky." If you have not yet read the story to your student, do so now before the lesson begins.

Do you think **migration** is a big word?
Migrating is a big job for a small bird!

Not all birds leave and fly far, far away.
Some stay nearby to brighten our day.



How do birds survive the cold and the snow?
After today, you surely will know.

You can help feathered friends find food to eat
At your feeder when construction's complete.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- map or globe showing North America
- *Level A: Modern Curriculum Press Phonics*, pages 179, 181, and 182
- Thematic Assignment Booklet 4B
– Day 10: Migration Maze
- word boxes and index cards
- *Collections Writing Dictionary*

Music and Movement

- items for an obstacle course, such as pillows, chairs, boxes, stools

Silent Reading

- *Why Can't I Fly?* by Rita Golden Gelman (optional)
- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 4, Day 10.

Project Time

- 2-L plastic milk jug, bleach bottle, or pop bottle
- a stick about as long and as thick as a pencil or chopstick
- sharp-pointed scissors or knife
- thin wire or plastic cord
- birdseed
- Thematic Assignment Booklet 4B
– Day 10: Bird Feeder Observations

Story Time

- mutually chosen reading material



Calendar Time

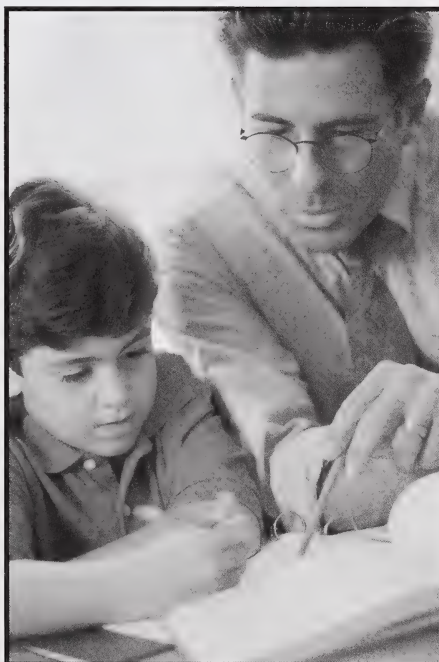
Time recommended: 10 minutes

Calendar Time activities are open-ended to allow each family to highlight events and holidays that are important to them.

Refer to the Calendar Time Teaching Notes for activities that suit your student's knowledge of days of the week, months of the year, seasons, and weather. Ask questions to encourage the student to see order in the measurement of time. Your student will also learn to observe weather and its patterns.

Focus for Today

Today's focus is the student's **growing skills and attitudes in the field of science**. Does your student clearly communicate questions and ideas? Are new vocabulary words understood and used? Does the student respond to other ideas and suggestions?



Language Arts

Time recommended: 35 minutes

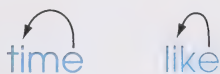
Word Study

Print the word **time** on a coloured index card. Check your student's ability to automatically read this high-frequency word. Review the word **like** from Day 2 of this module. If your child reads these words easily, they belong in the personal word bank.

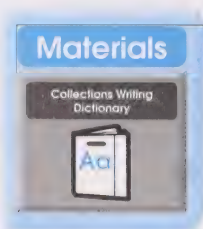
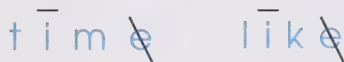


If the student needs further study, review that the **super e** taps the vowel that comes before it and says, “Say your name.” In this case, the **vowel i** says its own name **i**.

Your student can show this generalization with a curved arrow.



Explain that these two words have a “long i” sound, which can be marked with the straight line above the letter **i**. A line can also be drawn through the letter **e**, which is silent.



Does your student know a special-interest word related to animals? Print this word on a white index card. Study it and place it in the New Word Box.

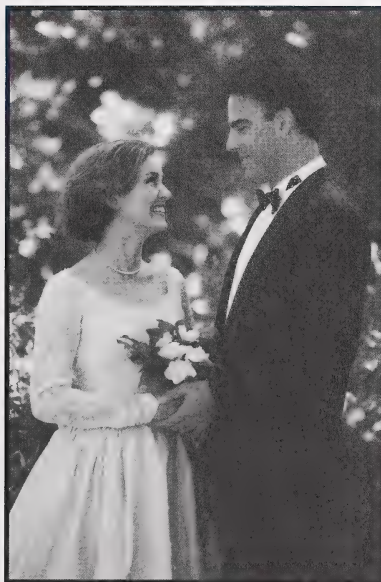
Add any new words to the *Collections Writing Dictionary*.

Materials

Home Instructor's Manual



Refer to the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual. The word **bride** is the key word for the "long i" sound.



Materials

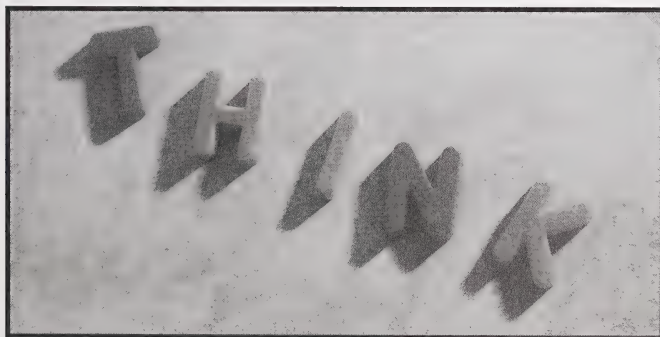
Phonics Book



Phonics and Printing

Turn to page 179 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read the story and then use the **long i** words in the story to complete the sentences.

Discuss the "Think!" question on the bottom of the phonics page.



Materials

Student Folder



Label page 179 with the student's full name and M4D10 before placing it in the student folder.

Have your student cut out and assemble the booklet "Ty's Line" on pages 181 and 182 and practise reading it. You do not have to send in this booklet.

Printing

Ask the student to write two sentences on a sheet of lined loose-leaf paper, printing the letters two lines high. Each sentence should include any two **long i** words from this list:

ride ice bike time pie
hide nice hike dime tie

Materials

Student Folder



Have the student print the **long i** words in the sentences with a coloured pen or pencil.

Remember to label the printing page with the student's full name and M4D10 before placing it in the Student Folder.

Music and Movement

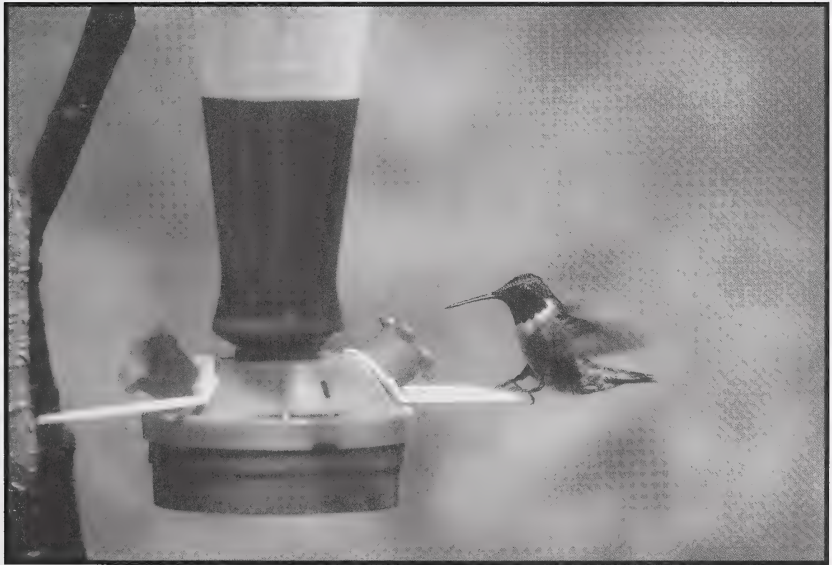
Time recommended: 10–15 minutes

Set up a simple obstacle course that the student can easily go under, over, and around. Use pillows and chairs if you are inside. Boxes and logs could be used outside. Call the starting point "Summer Home." Call the finish point "Winter Home."



Pretend to be migratory animals. Other family members might like to join in. Migrating animals include Canada geese, snakes, frogs, and hummingbirds.

Call out “Time to Migrate!” and name a migrating animal. Your student leaves the summer home and completes the course while imitating the creature’s movements and sounds. When your student reaches the winter home, she or he rests. Then, it’s springtime—time to migrate back to the summer home! Once the student has completed the course both ways, switch to another migratory animal and do it again.



Do hummingbirds stop for a sip of nectar from your flowers or feeder?

When do they come?

What do you feed them?

Language Arts

Time recommended: 60 minutes

Reading

Today your student will read the beginning and end of a poem, and then practise saying the lines in **choral speech**. Are there others in the family who can join your choral-speaking team?



In choral speech, emphasis is placed on speaking with

- clarity
- ease
- expression
- energy
- appreciation for the flexibility of the voice as an instrument

You can speak with varied **pitch, pace, pause, rate, intensity, and volume**. These terms are defined in the Appendix of the Home Instructor's Manual.

Since choral speech attempts to communicate the meaning of a piece of literature, it is important to

- phrase for meaning
- interpret individual words by changing the manner of expression
- use the face, voice, and body to express mood

When involved in choral speaking, the student will

- listen to self and others
- blend the voice with others
- respond to cues given by the leader

The student will develop appreciation for literature while furthering other language skills, such as speaking, listening, and reading.

Introduce the beginning and end of the poem with the following script.

I will read the beginning and ending of
"Something Told the Wild Geese" by Rachel
Field.

The student may wish to follow along as you track the poem, or you may request that the student close his or her eyes and picture what you are reading.

Here is the first part of the poem.

Something told the wild geese
It was time to go.
Though the fields lay golden,
Something whispered—"Snow."



Here is the ending of the poem.

Something told the wild geese
It was time to fly—
Summer sun was on their wings,
Winter in their cry.

Rachel Field

Day 10 • What Do Birds Do in Winter?

As you read and practise these verses, you may find yourselves memorizing the lines. This could be a poem that both of you will recall many years later. Store it as a mental treasure.

You will find the rest of the poem in Story Time at the end of today's activities.

Materials

Thematic Assignment Booklet



Ask your student to repeat the word **migration**. Turn to Thematic Assignment Booklet 4B, and follow the directions to complete Day 10: Migration Maze.

Introduce the map or globe according to your student's previous knowledge. Point to Canada, Alberta, and where your home is.



Introduce directions on the map or globe by showing which direction is north from your home and which is south. Use the location of other places the student is familiar with to help develop an understanding of distance and direction. For example, "This is where we live. Aunt Kathy lives far to the south of us, in Arizona."

The following script will help you in your discussion:

Last day (or today), we read the story "Geese in the Sky."

Do you remember which direction the Canada geese were flying?

They were travelling to the south, where the winter is warmer.

When animals travel to a different area in winter and summer, it is called **migration**.

Writer's Workshop

Print the word **migration** on a card or a piece of paper. Help the student summarize information about migration by asking the following question:

What can you tell me about migration?

If the student does not know what the word *migration* means, explain that it refers to the movement of people or animals from one place to another.



The blue heron is a migratory bird.

With your student, create a summary listing three or four points that you both have learned about migration.

Share the printing of this summary to guide the student to focus on various aspects of the writing process, such as spelling and common conventions (upper- and lower-case letters, spacing, and basic punctuation).

Materials

Student Folder



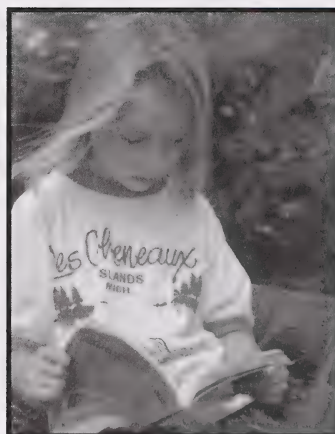
Label the back of the summary with the student's full name and M4D10 before placing it in the Student Folder.

Food and rest are important for migratory birds and for students.

Now is a good time for you to take a lunch break, but don't fly away!

Silent Reading

Time recommended: 10 minutes



Remember that Silent Reading is when you and your student read independently. It is acceptable for the student to read out loud if actually reading the text. For beginning readers, this is sometimes necessary.

Remind the student that others may also be reading. The rule is that you are not to disturb one another in the enjoyment of reading. Sharing can be done once Silent Reading is over.

Materials

Reading Resources



If today's lesson makes the student want to fly, mention the book *Why Can't I Fly?* by Rita Golden Gelman. Your student may show some independence in reading this tale.

Math Time

Time recommended: 45 minutes

Students who are registered in the Grade One Mathematics program that accompanies this thematic program are encouraged to work on mathematics each school day. Proceed with Mathematics Module 4, Day 10 activities.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 60–80 minutes

Today's project is for the birds! Have fun as you and your student make a bird feeder.



Tell the student that today's project is to build a bird feeder. Ask your student to think of questions about the project. Write down the questions as your student dictates them.

Discuss that headings organize information so that it is easier to understand. Guide the student to find the headings for this project on the following pages. They are easy to find because they are printed in coloured, bold letters. Notice that the headings begin with words such as the following:

- why
- what
- when
- how
- who
- which
- where

Help your student read each heading aloud. Notice that each heading is a question. Are some of the questions the same as your student's questions? Are there any questions the student has that are not headings?

Have your student read and work through each question and answer.

Why Am I Making a Bird Feeder?

Not all birds leave Alberta in the winter. Some birds that live far to the north or in the mountains migrate to Alberta for the winter. Other birds live here year-round.



A blue jay lives here year-round.

Birds that stay for the winter need food. It can be hard for birds to find enough food in the winter. By setting out a bird feeder, you help feed the birds through the winter months.

How Do I Make a Bird Feeder?

Caution: An adult should use the knife or scissors to cut the container.

- Step 1:** On one side of a 2-L plastic bottle, cut an opening that is about 10 cm by 10 cm. Make the opening toward the top half of the bottle.
- Step 2:** With a knife or the sharp point of scissors, make a hole about 2 cm below the bottom of the opening. Make another hole directly across from it.
- Step 3:** Slide the stick into the two holes so that it is balanced. This is for birds to perch on.
- Step 4:** Wrap one end of a piece of wire or cord tightly around the neck of the container. Tie the other end to the tree branch so your feeder hangs freely.

When you are finished making your bird feeder, ask yourself if there is anything that needs improvement. Imagine a bird perching on the stick. Is it strong enough? Big enough?

Where Will I Hang My Bird Feeder?



- Hang your feeder so you can see it easily from a window.
- Put it where you will be able to reach it when the snow is deep.
- Hang it near an evergreen tree if there is one nearby. Birds can hide in the tree if there is danger.
- Keep the feeder high enough from the ground that cats can't reach it.

What Will I Put in the Bird Feeder?

You can buy birdseed at grocery stores and hardware stores, or you can make your own mixture. Use ground corn, unshelled sunflower seeds, unsalted peanuts, millet, and niger seed. Different birds like different seeds.

Coarse sand or ground-up eggshells can be added to provide the grit birds need to digest their food.

Clean out any uneaten food once a week in the winter. If birds eat spoiled or mouldy food, they can get sick.

Which Birds Will Come?

Some of the birds that stay for the winter include

- magpies
- chickadees
- grosbeaks
- jays
- redpolls
- waxwings
- nuthatches



Common redpoll

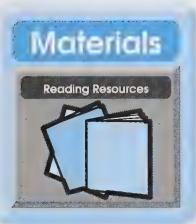
Depending on where you live, you may see some of these birds.



Bohemian waxwing



Evening grosbeaks



If you have a bird identification book, find out what **species** or kinds of birds visit your feeder. See the list of Additional Resources at the beginning of this module for recommended books. How else might you find out their names?

Is there a resource person in your area who could tell you more about identifying birds? Someone who is knowledgeable about birds might give you more ideas on how to attract particular birds to your feeder.

When Will the Birds Come?

By observing the feeder, you find out what time of day birds come to feed.

Be patient if there are no visitors for the first few days. It can take a while for birds to find your feeder. Once they find it, they will depend on it all winter long, so it is important to keep feeding them once you start.



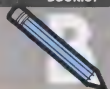
Who Will See the Birds?



The whole family can watch for visitors to the feeder. Check it many times a day until you figure out when the birds are usually there.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 4B, Day 10: Bird Feeder Observation. Encourage the child to check the bird feeder at least two times each day. Help the student, as needed, to record the data. A sample chart follows.

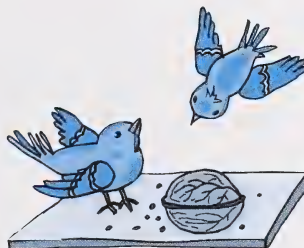
When I Looked	What I Saw
Dec. 3 9:00 A.M.	2 sparrows

Make additional charts if your student is an enthusiastic birdwatcher.

There might not be any visitors for the first few days, but fill out the chart anyway.

Once birds find your feeder, your observations might include answers to the following questions:

- What kind of food do different birds prefer?
- Where do the birds like to eat? Do they stay on the perch or fly to a nearby tree?
- Which birds spend the longest time feeding?
- Are some birds bossy? Do they try to keep the feeder to themselves?
- What time of day is most popular for feeding?



Enrichment (optional)

Bird feeders can be simple or elaborate.



Day 10 • What Do Birds Do in Winter?

Try several types of feeders to discover what each type of bird prefers. Here are some ideas:

- Hang up a pine cone coated with unsalted peanut butter and rolled in oatmeal or cornmeal.
- Make tree garlands of popcorn and fresh cranberries.
- Hang corncobs from trees.
- Hang whole coconuts with part of one side cut away.
- Roll twigs in unsalted peanut butter and then in unsalted sunflower seeds or sesame seeds. Stick them in the ground or snow.

Birds also appreciate fresh water in winter. You might try setting out a pan of water. What will happen when the water has been outside for a while?



Sharing Time

Time recommended: flexible

The phonics booklet “Ty’s Line” can be read aloud.

Talk to family and friends about the bird feeder. Ask them to watch for visitors.

Present the verses of “Something Told the Wild Geese” that you have practised as choral speech for today’s reading activity.

Let's Look Back

Time recommended: 10 minutes

Ask the following questions:

What do you think is the most amazing thing about birds?

How do you think birds know where to go when they migrate?

If you could spend the winter someplace else, where would you choose to go? Why?

What is the best thing about spending winter right here?

Story Time

Time recommended: flexible



This is a special sharing time. Relax and read aloud from a book that the student has chosen. You could do this at another time of day that better suits your situation and schedule.

Rachel Field's poem "Something Told the Wild Geese" is provided on the next page for your reading pleasure.

===== Something Told the Wild Geese =====

Something told the wild geese
It was time to go.
Though the fields lay golden
Something whispered—"Snow."

Leaves were green and stirring,
Berries, luster-glossed,
But beneath warm feathers
Something cautioned—"Frost."

All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.

Something told the wild geese
It was time to fly—
Summer sun was on their wings,
Winter in their cry.

Rachel Field

=====

What's coming in the next lesson?
Wild animals!

This is a reminder that on Day 14 and Day 15 your student will be doing a research report about bears. You will need some simple research materials, such as books, magazines, and encyclopedias.

Amazing Animal Homes



Where do wild animals live? Their homes can be found just about anywhere. One animal in today's activities is the spider. A web of movement will be spun in Music and Movement, and a creative web will be spun during Project Time. Other highlights are reading a poem about a special house and learning a tune about animals whose home is near the water.

Remind your student to check the bird feeder and fill in the observation chart at least twice today.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- magazines or catalogues for cutting (optional)
- *Level A: Modern Curriculum Press Phonics*, pages 183 and 184
- Thematic Assignment Booklet 4B
 - Day 11: Use the Super e
 - Day 11: Who Lives Here?

Music and Movement

- audiocassette player or VCR
- “Spider’s Web” from audiocassette *10 Carrot Diamond* by Charlotte Diamond
- “Spider’s Web” from videocassette *10 Crunchy Carrots* by Charlotte Diamond (optional)

- ribbon stick (a stick with long ribbons, a lightweight scarf, or plastic strips tied to the end)

Silent Reading

- books, magazines, and other favourite reading material

Math Time

- See Mathematics Module 4, Day 11.

Project Time

Project Choice 1: Woven Web

- yarn or string

Project Choice 2: Computer Web

- computer with a paint program

Let’s Look Back

- Thematic Assignment Booklet 4B
 - Day 11: Learning Log

Story Time

- *A House Is a House for Me* (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to Calendar Time Teaching Notes for suggested activities.

Calendar Time might be a good time to check the bird feeder. When you look outside to check the weather, see if there are any visitors at the feeder. Remember to complete the chart even if there is nothing to report. A second check of the feeder could be done at the end of the lesson.

Focus for Today

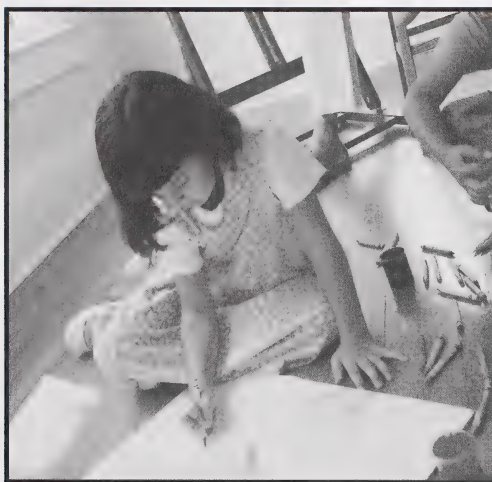
Viewing and representing are two of the Language Arts strands. Viewing includes communication that is observed. Representing is communicating by showing. Videos, plays, posters, dance, artwork, photographs, and sculpture are some of the ways information is viewed or represented.

Materials

Thematic Assignment Booklet



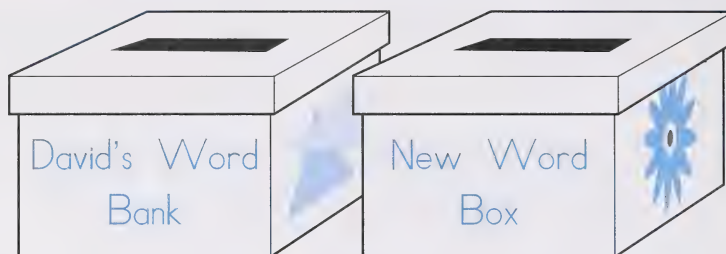
Today's focus is on your student's growing **ability to view and represent information**. Preview the Day 11: Learning Log in Thematic Assignment Booklet 4B.



Language Arts

Time recommended: 35 minutes

Word Study



Print the words **when** and **where** on coloured index cards without reading the words out loud. Is your student able to read these two high-frequency words without having to sound them out? If so, have the student place the words in the personal word bank and select two new theme words to study. Add any new words to the *Collections Writing Dictionary*.

If more practice is needed, proceed with some of the following exercises:

- See if your student is able to locate the words **when** and **where** in the question headings from Project Time in Day 10.
- Underline the **wh** letter combination, reminding your student that these letters together make the “whistle sound.” See also the Key Words and Actions Guide in the Appendix of the Home Instructor’s Manual.
- Point out the “short e” sound in **when**.
- Point out that the word **where** breaks the rules. Refer to this as a **jail word** since it breaks the rules. Put it in a box or a jail.

where

Materials

Collections Writing Dictionary



Materials

Home Instructor's Manual



Phonics and Printing

Materials

Phonics Book



Introduce the “long vowel” sound of the letter **u**. Open *Level A: Modern Curriculum Press Phonics* to page 183. Read the poem at the top of the page aloud as your student identifies the words with the “long u” sound.

Use the key word **tube** to represent the “long u” sound. Print the word **tube** on a paper tube, which you may hang from a string in your work area.

Note that many speakers differentiate between the **long u** sound in **tube** and the **long u** sound in **cube**. Some speakers say the **u** in **tube** the same as the **oo** in **moon**. Others match it with **cube** or **use**.

Together say the names of the pictures on the page. Read the instructions and then ask your student to complete the page independently. Correct the page, have the student do any corrections, and re-mark the page with a different colour of pen. Proceed in the same manner with page 184.

Materials

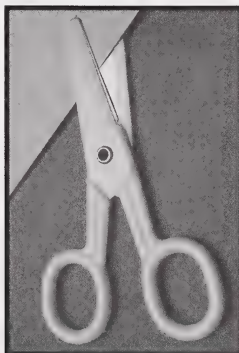
Student Folder



Label both pages with the student’s full name and M4D11 before placing them in the Student Folder.

Enrichment (optional)

Ask your student to look through old magazines or catalogues and cut out two or three pictures of items with a “long u” sound in their names. Have the student glue the pictures onto a piece of paper labelled with the title **Long u**. Print the name of each picture below it. The **Long u** poster can take the place of the **Long i** poster.

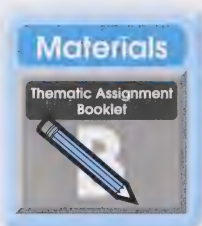


Printing

Today your student can experiment with adding a super e to short **u** words to make long **u** words.

Ask the student to sound out and print the word **tub** on the chalkboard or on a sheet of paper.

Beside it print the word **tub** again, and this time add a super e. What word is it now?



Turn to Thematic Assignment Booklet 4B, Day 11: Use the Super e. Neatly print the words as instructed.

Review the formation of the lower-case **u** as it is presented in the Printing Chart from the Appendix of the Home Instructor's Manual. You may have posted this chart in your work area.

Music and Movement

Time recommended: 10–15 minutes



Today's musical selection is "Spider's Web" from the *10 Carrot Diamond* audiocassette by Charlotte Diamond.

Viewing Charlotte Diamond's video version of "Spider's Web" would help your student learn the sign language for the song. This song is on the videocassette *10 Crunchy Carrots*.

For this selection, your student will need a ribbon stick—a stick with long ribbons, long strips of plastic about 2 mm wide, or a lightweight scarf tied to the end.

Start the song "Spider's Web" and ask your student to move about with the stick as though making a spider's web in the air. Your student might enjoy doing this activity a second time. Then, teach the student the sign-language movements that accompany this song. Instructions for the movements follow.



Take the silver thread.
(pulling a thread)



of a spider's web.



and spin, spin, spin.
(hands spin around each other)



Silver wings.



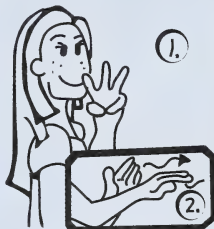
to fly and sing.
(music)



upon the wind.



High above the trees.
(forest)



across the seas.



and through the sky.



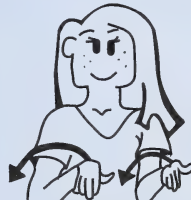
To the rainbow's bend,



where stories never end.



and dreams never



die.

Practise several times until your child knows all the movements.

Enrichment (optional)

Sign language is an important form of communication for many hearing-impaired people. Visit the library to find books about sign language and to learn more about it.

Language Arts

Time Recommended: 30 minutes

Materials

Home Instructor's Manual



Use the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual to help the student decode the title of the following poem.

After decoding the word **house**, ask the child what thought comes to mind when this word is spoken. For approximately 5 minutes, discuss several kinds of houses and the people or animals that live in them. Refer to the title of the poem. Ask the student to predict what type of house will be talked about in the poem. Then, read the poem, encouraging the student to join in. Discuss how close the prediction was to the actual text.

Read the poem a few more times, prompting the student to do the actions along with you.

The House

This is the roof of the house so good.

(Hold up your hands with palms facing and slant your fingers to touch your fingertips together.)

These are the walls that are made of wood.

(Extend your hands parallel.)

These are the windows that let in the light.

(Make a square with your index fingers and thumbs.)

This is the door that shuts so tight.

(Make a bigger square using your arms.)

This is the chimney so straight and tall.

(Raise your index finger.)

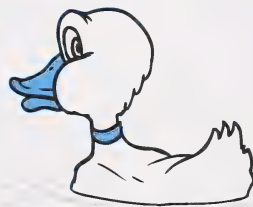
What a good house for us, one and all!

(Hold out your fingers parallel to each other.)

Together sing the following song a few times if you know the tune or read it as a poem.

===== The Little White Duck =====

There's a little white duck (quack)
Sitting in the water,
A little white duck (quack)
Doing what he oughter.
He took a bite of a lily pad,
Flapped his wings and he said,
"I'm glad I'm a little white duck
Sitting in the water.
Quack! quack! quack!"



There's a little green frog (ribbet)
Swimming in the water,
A little green frog (ribbet)
Doing what he oughter.
He jumped right off of the lily pad
That the little duck bit and he said,
"I'm glad I'm a little green frog
Swimming in the water.
Ribbet! ribbet! ribbet!"



There's a little black bug (chirp)
Floating on the water,
A little black bug (chirp)
Doing what he oughter.
He tickled the frog on the lily pad
That the little duck bit and he said,
"I'm glad I'm a little black bug
Floating on the water.
Chirp! chirp! chirp!"



There's a little red snake (sss)
Lying in the water,
A little red snake (sss)
Doing what he oughter.
He frightened the duck and the frog so
bad,
He ate the little bug and he said,
"I'm glad I'm a little red snake
Lying in the water.
Sss! sss! sss!"



Now there's nobody left (sob)
 Sitting in the water,
 Nobody left (sob)
 Doing what he oughter.
 There's nothing left but the lily pad,
 The duck and the frog ran away.
 It's sad that there's nobody left
 Sitting in the water.
 Boo! hoo! hoo!



After singing the song, continue with the following questions:



How many animals were in the water?

Is the water and the area around it home for all these animals? How do you know?

Are all the animals happy to make their home in and around the water? How can you tell?

Could the duck and the frog live in the same water as a whale?

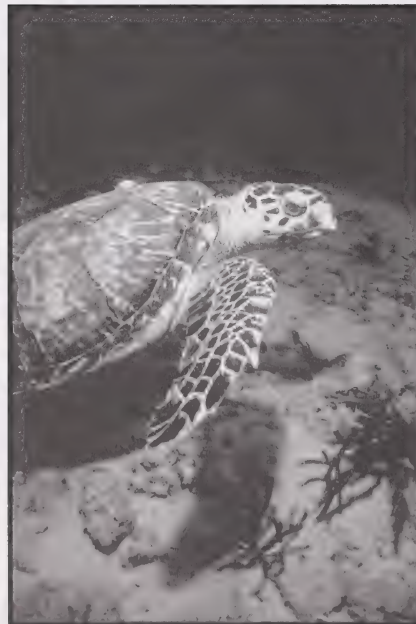
Do you know of any other animals that make their home in and around the water?

Let's list the names of some of these animals and record where each one likes to build its home.

Turn a blank sheet of loose-leaf paper sideways and record the following information.

Animal fish	Home in the water
----------------	----------------------

Briefly talk about which animals live in similar homes and which animals live in different homes.



List the names of some animals that live on land and the types of homes they live in.

Animal	Home
fox	den
gopher	hole



Some kinds of animals live on land and in the water. The spider you see in your yard or in your house lives on land. There is a type of spider called a water spider that lives in a ball-shaped web under the surface of the water. It dashes out and eats any tiny creatures as they paddle by.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 4B, and follow the directions to complete Day 11: Who Lives Here?

Look over the finished page together, discussing what your student knows about each animal home.

Writer's Workshop

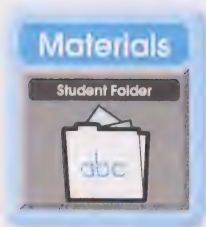
Time recommended: 30 minutes

Together with your student, write a short story about a visit to an animal home of your choice. Include a description of the outside and inside of the home and any interesting things that might be inside.



Share the pencil, specifically giving the student printing tasks that will reinforce what has already been taught. Some possible tasks you could encourage the student to do are

- match sounds to letters or letter clusters
- print known high-frequency words
- leave spaces between words
- use upper- and lower-case letters correctly
- use correct punctuation
- look for errors

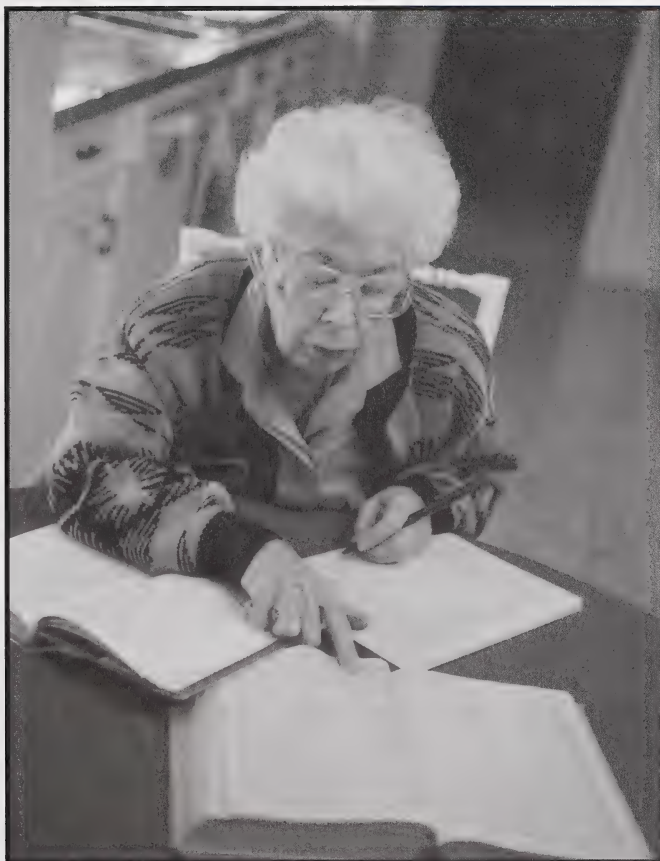


Remember to label the back of the story with the student's full name and M4D11 before placing it in the Student Folder.

Are you staying home for lunch today, or are you going out?

Silent Reading

Time recommended: 10 minutes



The love of reading can be caught as well as taught.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 11.

Project Time

Time recommended: 50 minutes

“Take the silver thread of a spider’s web
And spin, spin, spin.”

Project Choice 1: Woven Web

Using coloured yarn or string, spin a web outside between two trees or inside between two chair backs. Design the web to look just like a spider’s web or make your own design.

Project Choice 2: Computer Web

Use a computer paint program to design a web. The entire web can be done by computer or it could be started on the computer and finished by hand.

world wide web: part of the Internet, an International computer network of files, which may have words, pictures, sounds or movies

People can access the files and follow links from their own computer.



You could introduce the words *world wide web* to your student at this time.

Enrichment (optional)

If you have access to the Internet, try out one of the sites in the list of Additional Resources near the front of this module. You may have favourite sites of your own.

Point out the “www” or “world wide web” part of each Internet address.

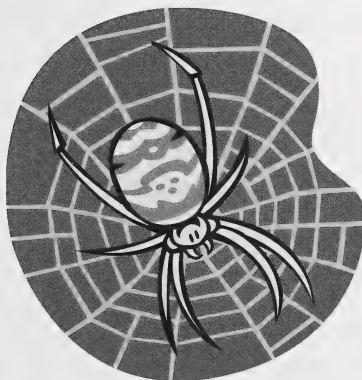


Sharing Time

Time recommended: flexible

Display your web for your friends and family to admire.

Do other family members know the song “Spider’s Web” by Charlotte Diamond? Now would be a good time to teach someone.



Let’s Look Back

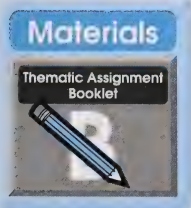
Time recommended: 10 minutes

What did you like best about today’s activities?

Are you pleased with how your Project Time spider web turned out?

If you could improve something about your spider web, what would it be?

What do you know now about animal homes that you didn’t know before today?



Turn to Thematic Assignment Booklet 4B, and complete the Day 11: Learning Log.

Story Time

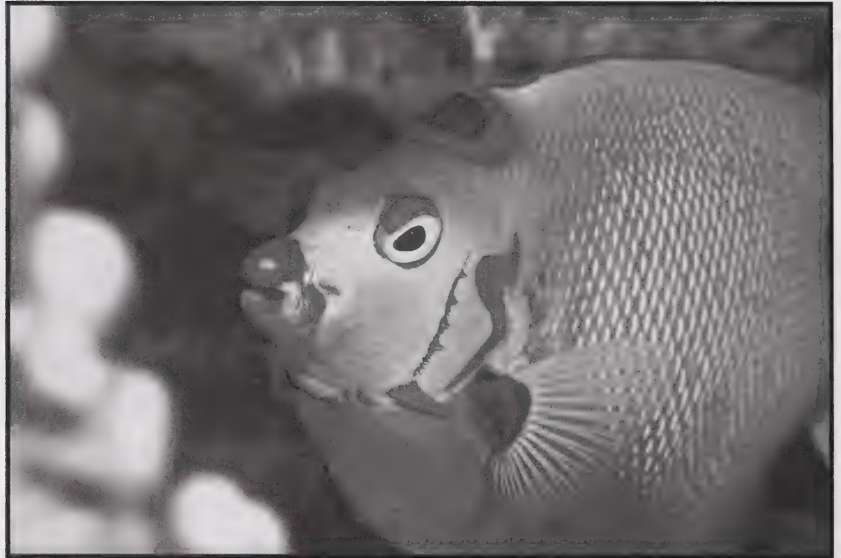
Time recommended: flexible

Materials

Reading Resources



Check your library for the book *A House Is a House for Me*. This book would make suitable reading while you are considering animal homes.



The Wonderful World of Animals is going underwater!

Dive into the next lesson to meet some wet wildlife.

Remember to check your bird feeder and fill in the chart at least twice a day.

What Lives Underwater?

Today's lesson is about the wonderful and mysterious creatures that live in the ocean. If you have books, magazines, or encyclopedias with pictures of undersea life, they can be used during Language Arts and Silent Reading.



The ocean food chain is described in the Music and Movement song “Octopus.” The study of the “long u” sound, along with its good friends **i** and **e**, is the focus during Phonics. A new combination of art materials is experimented with in Project Time.

Talking about the special features of a seashell collection and singing your newly created verses about ocean life would be an ideal activity for Sharing Time.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 185 and 186
- Thematic Assignment Booklet 4B
 - Day 12: Spelling Rhymes and Opposites
 - Day 12: U and Friends
- pictures of animals that live in the ocean

Music and Movement

- an audiocassette player or VCR
- “Octopus” from audiocassette *10 Carrot Diamond* by Charlotte Diamond
- “Octopus” from videocassette *10 Crunchy Carrots* by Charlotte Diamond
- bathing suit, snorkel, flippers, swim mask, beach ball (optional)

Silent Reading

- books or magazines with pictures of undersea life (optional)
- favourite reading material

Math Time

- See Mathematics Module 4, Day 12.

Project Time

Project Choice 1: Sand Painting

- sand
- food colouring
- small jars
- thick white drawing paper

Project Choice 2: Corn Syrup Painting

- golden corn syrup
- food colouring
- small jars
- paint brushes, toothpicks, or cotton swabs

Project Choice 3: Crayons and Paint

- light blue paint

Let's Look Back

- Thematic Assignment Booklet 4B
 - Day 12: Learning Log

Story Time

- “The Fox and the Crab” from the *Collections* book *Once Upon a Time* (optional)
- mutually chosen reading material

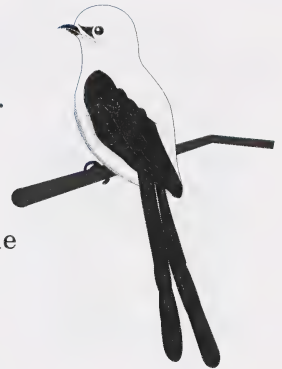


Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Time Teaching Notes for suggested activities.

Include a check of the bird feeder with your weather watch. Remember to complete the observation chart.



Focus for Today

Continue to observe your student's abilities to **express ideas through visual representation**. Focus on the student's approach to **working with new materials and new subject matter**.

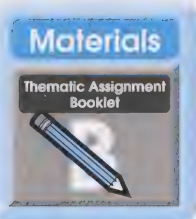
Is the student interested in trying out new materials? Does she or he get frustrated easily if the results don't turn out as planned? Does the student give up easily or keep at it until it's figured out? Can your student adapt ideas to suit different media? Is the student hesitant or bold when talking about a new subject?



Language Arts

Time recommended: 60–90 minutes

Spelling



To review Module 4 spelling words, turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 12: Spelling Rhymes and Opposites.

Phonics and Printing

Use the following script to introduce two good friends for the letter **u**.



Today we will learn another way to make the letter **u** say its own name.

The letter **u** has two good friends, **e** and **i**. If one of its good friends stands beside it, **u** says its own name.

Look at this word.

Print the word **cube** on a chalkboard or piece of paper.

Does the letter **u** have a good friend beside it? Yes, **e** is right beside it, so **u** says its own name.

What word is this?

Can you hear the “long u” sound?

Print the word **use**.

What word is this?

Yes, it is use.

The letter **e** is a good friend for **u**.

Note: There is debate whether the **long u** sound in a word like **cube** is the same as the **u** in **blue** or **suit**. The phonics text and this course treat them the same. You may differentiate the sounds and point out the difference to your student.

Now, let's look for another good friend for **u**.
Look at this word.

Print the word **suit**.

Is there a good friend beside **u**?

Yes, the letter **i** is right beside it, so **u** will say its own name.

What word is this?

Can you hear the "long u" sound?

Print the word **fruit**.

What word is this?

How did you know?

If your student has problems identifying a sound, practise it while looking in a mirror. Talk about the position of the mouth and tongue when saying the sound. Place the thumb on one side of the voice box and a finger on the other side. Monitor the movement of the voice box.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 4B, Day 12: U and Friends. Complete the page as instructed.

Materials

Phonics Book



Materials

Student Folder



Turn to page 185 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read the instructions. Assist where needed as the child pronounces the words accompanying each picture. Check the work, have the student correct any errors, and re-mark the correction with a different colour of pen.

Page 186 requires several steps to complete. Have the child follow the instructions. Help when necessary, but encourage your student to complete as much as possible independently.

Label both pages with the student's full name and M4D12 before placing it in the student folder.

Music and Movement

Time recommended 10–15 minutes

Today's Music and Movement takes place “underwater.” Your student could put on real or pretend flippers, a snorkel, a mask, and a bathing suit. If any other family members are available, invite them to join in the fun.



Materials

Audiocassette



Materials

Home Instructor's Manual



Put on “Octopus” from Charlotte Diamond’s *10 Carrot Diamond* audiocassette or *10 Crunchy Carrots* videocassette. Have a good time singing along and acting out the actions. Do it a second time or even a third time. If you have a beach ball, you could play games to complete your “day at the beach.”

Note: You could review the “short o” sound using **octopus** as the key word for this sound. Does your student remember the way to do the action for octopus? See the Key Words and Actions Guide from the Appendix of the Home Instructor’s Manual.

Language Arts

Time recommended: 60 minutes

Reading

Together, read the following verse a few times. Track each word with your finger as you read. Have fun emphasizing certain words such as **sleeping**, **swish**, and **big**.

Hold up five fingers, bending down one finger for each verse. Move your arms, with your palms facing out, to make the waves. Point out to sea and then to yourself for the last verse.

===== Five Little Seashells =====

Five little seashells sleeping on the shore,
Swish! went a big wave, and then there
were four.

Four little seashells, cozy as can be,
Swish! went a big wave, and then there
were three.

Three little seashells, pearly and new,
Swish! went a big wave, and then there
were two.

Two little seashells having great fun,
Swish! went a big wave, and then there
was one.

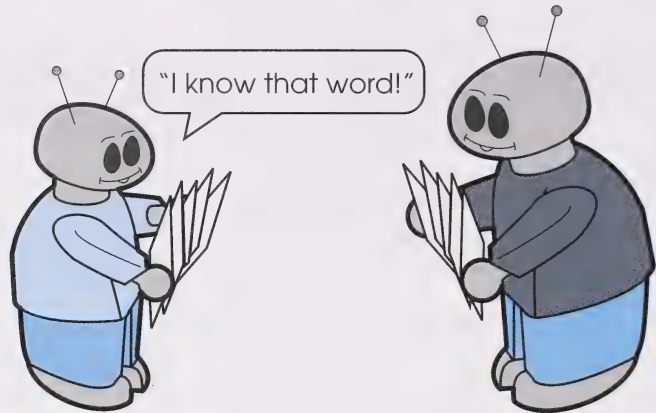
One little seashell lying in the sun,
Swish! went a big wave, and then there
were none.

Five little seashells gone out to sea,
Wait until morning, they'll come back to me.

=====

Word Study

Ask the student to point out any known words in the song, such as **five**, **four**, **three**, **two**, **one**, **and**, **little**, **on**, and **the**.



Review the two-vowel rule as illustrated in the words **sea**, **sleeping**, and **three**.

When two vowels go walking,
the first one does the talking
and it says its name. The second
one says nothing at all.

Focus as well on the words **five**, **wave**, and **alone**, which follow the "super e rule."

Encourage your student to observe in a mirror the position of the mouth and tongue when saying the **sh** sound in **seashell**.

Repeat the verse a few more times with the accompanying actions. Then, ask the following questions:

Where do seashells come from?

What animals do seashells protect? (oysters, clams)

Have you ever been to the ocean?

What makes it different from a pond or a lake?

What kinds of animals live in the ocean?



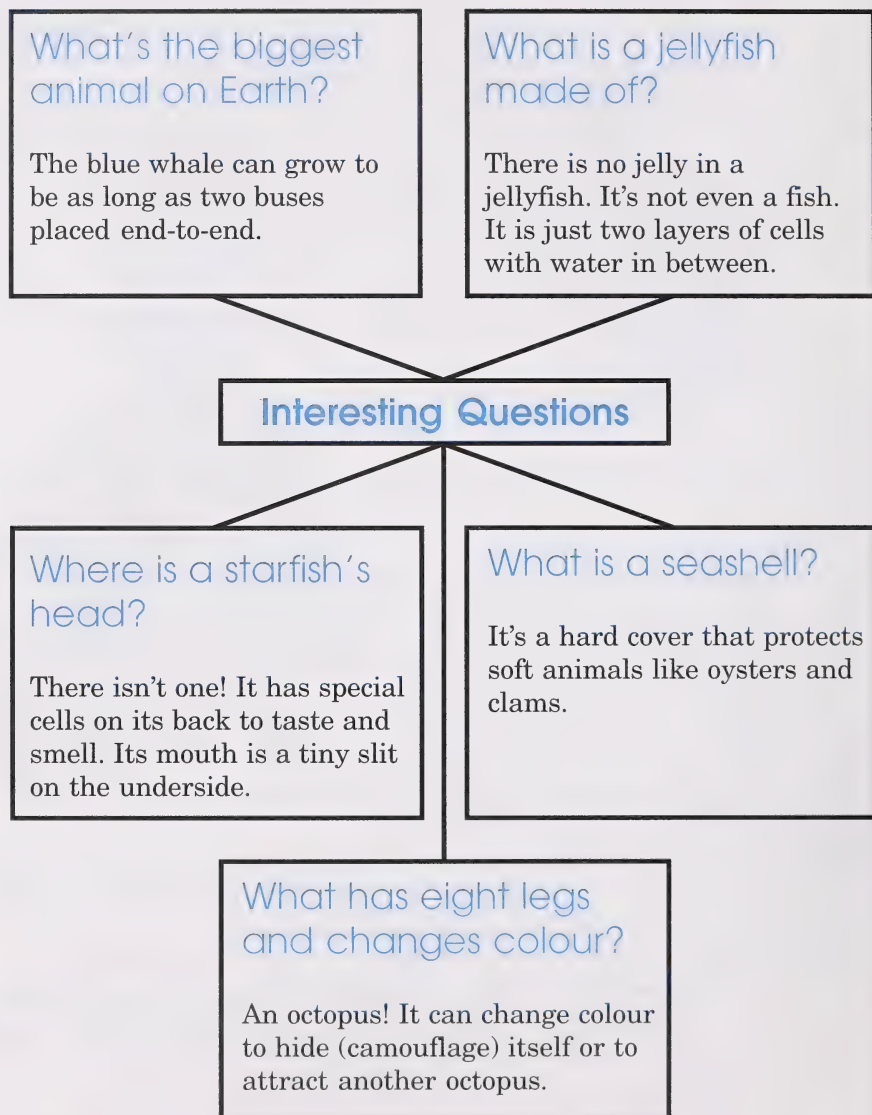
Take turns creating new verses for “Five Little Seashells” by substituting the names of animals that live in the ocean. The following verse is an example.

**Five little turtles on the ocean floor,
Swish! went a big wave, and then there
were four.**

Record your verses so that you can sing them at a later time. This would be a good activity for Sharing Time.

Enrichment (optional)

Have your student select a box and ask the question that is printed in the box. Then, you read the answer to the student.



Writer's Workshop

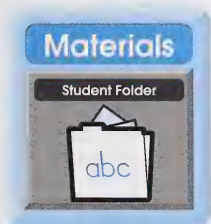
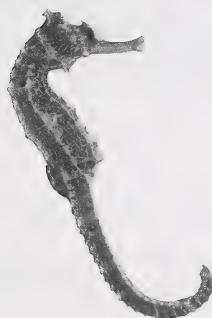
Note: Preview today's project choices. If your student will be doing Project Choice 1: Sand Painting, do the first step now so the sand will be ready in time.

Plant or Animal?

Is it a plant or an animal? Sometimes this can be a tricky question to answer for the undersea world.

Have your student make a chart similar to the example that follows. Add names of other sea plants and creatures that your student knows. Use books, magazines, or other reference materials to find more names to add.

Animals	Plants	Not Sure
starfish	kelp	



Label the back of the page with the student's full name and M4D12 before placing it in the student folder. When the chart is returned from the teacher, file it in your chart binder.

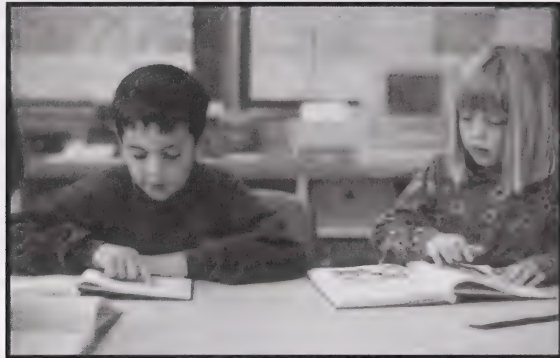
See you at lunch.

Oh, oh! Did you notice that see and sea sound the same, but are spelled differently and have a different meaning? That makes them homonyms.

Silent Reading

Time recommended: 10 minutes

Your student might enjoy looking at books or magazines that have pictures of undersea life. Remind the student that you will also be silently reading, and to save any questions or comments until after Silent Reading is finished



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 12.

Project Time

Time recommended: 50 minutes

There are three project choices today. Each choice includes an unusual material or combination of materials.

Project 1: Sand Painting

Set out five or six small jars or dishes and do the following:

- Fill each jar half-full of sand.
- Add water to completely cover the sand.

- Add a different colour of food colouring to each jar. The more food colouring you use, the darker the final colour will be.
- Let the jars sit for about 20 minutes; then drain the water.
- Spread the sand on paper towels to dry.

Your student can draw or paint the outline of an ocean scene. Spread glue in the areas the sand will cover. Sprinkle sand on the glue.

Let the picture dry before moving it.

Project Choice 2: Corn Syrup Painting

Pour some corn syrup into five or six small jars. Mix in food colouring by adding a few drops at a time. Try adding several colours together.

- Red and yellow make orange.
- Blue and red make purple.
- Blue and yellow make green.

Then, the student can do one of the following:

- Spread corn syrup over the page using paintbrushes, toothpicks, or cotton swabs. Make swirling motions to represent the ocean. The painting will be quite sticky, and it will need to dry overnight.
- Draw an ocean scene with a pencil; then fill in the shapes using the corn-syrup colours. Let it dry overnight.

Project Choice 3: Crayons and Paint

Use crayons to make an ocean scene of plants and animals. Press heavily and fill up most of the page.

Paint over the scene with light blue paint. The paint won't stick to the crayons, but it will fill in the rest of the space, making it look like water.

Sharing Time

Time recommended: flexible

Do your family members or friends have a collection of seashells you could study? Sharing Time can be planned around this activity, allowing your student to be the recipient of someone else's sharing.

Help your student ask appropriate questions and show appreciation of someone else's efforts.



You could also talk about the interesting sea life you know; then sing the verses you created during Reading time. Encourage others to create new verses as well.

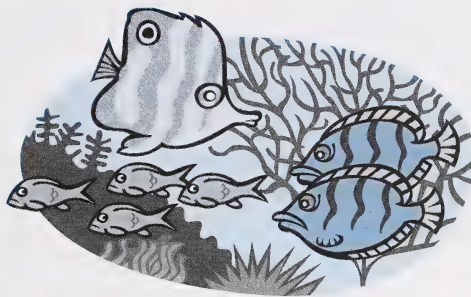
Finish today's activities with the following tongue twister.

She sells seashells by the seashore.

A **compound word** is made by putting two words together.

Point out the compound words **seashells** and **seashore**.

Can you think of other compound words?



Let's Look Back

Time recommended: 10 minutes

Review the day's activities using these questions:

Were you pleased with how your art activity in Project Time turned out?

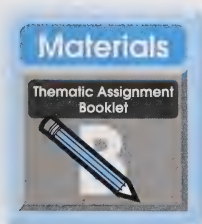
What would you do differently next time?

What other type of art would you like to try?

What is your favourite animal that lives in the ocean?

What is wonderful about the animal?

What would you like to tell your teacher about today's activities?



Turn to Thematic Assignment Booklet 4B, Day 12: Learning Log, and complete the checklist questions.

Under Student's Thoughts, record the student's self-evaluative comments regarding the art projects.

Story Time

Time recommended: flexible

Your student might appreciate “The Fox and the Crab,” a fable retold by Liz Stenson. A fable is a story that is meant to teach a lesson.

Do you remember Vachel Lindsay’s poem “The Little Turtle”? This poem, too, makes interesting reading. You may recall a tune for the verses or make up a melody of your own.



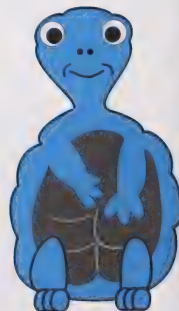
The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn’t catch me.

Vachel Lindsay



**They can fly, hop, slither, crawl,
and run!**



**The Wonderful World of Animals will
really be moving in the next lesson!**

Remember to check your bird feeder today. It might take a few days for birds to find it. Be patient, but keep checking it and filling in the chart.



No birds yet? Keep checking!

On the Move

Jumping, swimming, flying, hopping, leaping—there are many ways that animals get around. Today you will learn about and mimic some of those ways.

You will find out how human athletes compare to animals. You'll also make animal blocks.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 187 and 188
- Thematic Assignment Booklet 4B
– Day 13: Crazy Phrases

Music and Movement

- ruler or tape measure
- stopwatch or a watch or clock with a second hand

Silent Reading

- books, magazines, or other favourite reading material
- “Butterfly” from the *Collections* book *Around My Place* (optional)

Math Time

- See Mathematics Module 4, Day 13.

Project Time

- Thematic Assignment Booklet 4B
– Day 13: Animal Blocks

Let's Look Back

- Thematic Assignment Booklet 4B
– Day 13: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to your Calendar Time Teaching Notes for suggested activities.



Have you had any visitors to the bird feeder yet? Remember to check the feeder at least one more time today. Complete the observation chart both times.

Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **physical movement**. Observe the way your student moves, both in and out of Music and Movement. Is she or he aware of space and able to move without bumping into things? Does the student move appropriately in different environments? Can she or he perform simple movements when asked?

Preview Day 13: Learning Log in Thematic Assignment Booklet 4B.

Language Arts

Time recommended: 35 minutes

Word Study



Print the word **there**, without reading it aloud, on a coloured index card. Test your student's ability to read the word automatically. If the student recognizes the word instantly, place the word in the personal word bank and have the student select two theme words to study.

If the word is not easily read, emphasize the following points:

- The **th** sound is made by sticking one's tongue between the teeth. Underline the **th** digraph or letter combination.
- The word **there** rhymes with the word **where**, which was studied on Day 11 of this module. Both of these words can be considered **jail words** since they break the rules. They do not sound like **here**, for example, which uses the "silent e rule." Put a box around the words **there** and **where**.

there

where

- Write the words again, underlining the **th** and **wh** to show how similar the words are.
- Observe in a mirror the position of the mouth and tongue when saying the **th** sound.

digraph: a combination of letters that makes only one sound

Also have the student choose a personal or theme-related word to study.

Materials

Home Instructor's Manual



Use some of the methods suggested in Word Box Teaching Tips, a chart you may have removed from the Appendix of the Home Instructor's Manual, to help your student learn the word.

Phonics and Printing

In today's lesson, you will review long and short vowels.

Materials

Phonics Book



Begin by testing your student's ability to identify short and long vowels. Turn to page 187 in *Level A: Modern Curriculum Press Phonics*.

Read the directions at the top of the page. Read the words in the first row (**tube, bug, ruler, gum**) one at a time. Ask if the vowel is long or short, and remind your student that when the vowel is long it says its own name. Have the student colour the appropriate box.

Then have the student complete the page independently. Mark the page to give immediate feedback. Have the student make necessary corrections and then re-mark with a different colour of pen.

Turn to page 188 and read the instructions. Have your student read the words in the first bubble. Discuss whether they are all long-vowel words and whether or not the bubble should be coloured. Do the next few bubbles in the same way. Encourage completing the rest of the page independently.

Materials

Student Folder



Follow the usual procedure for corrections.

Label both pages with the student's full name and M4D13 before placing them in the Student Folder.

Materials

Home Instructor's Manual



Note: If your student finds identifying long and short vowels difficult, turn to the vowel portion of Key Words and Actions found in the Appendix of the Home Instructor's Manual.

Do you have time to blow a few bubbles before going on to Printing?



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 4B, Day 13: Crazy Phrases and follow the directions to complete the page. If your student is unsure of how each letter fits in the lines, draw similar lines on a sheet of paper or on the chalkboard. Review letter formation and size by demonstration.

Music and Movement

Time recommended: 10–15 minutes

Today you'll find out how animals move.

Ask your student to show you the different ways he or she can move. These might include walking, running, hopping, crawling, jumping, and limping.



Then have your student imagine that he or she could be any animal and move just like that animal. What would he or she choose? Flying like a bird? Swimming in the ocean like a whale? Walking on ceilings like a fly? Hopping like a kangaroo? Discuss more than one possibility. Contribute what you would like to do.

Using a tape measure or ruler, measure and record your student's ability to run, jump, hop, or whatever type of movement your student is capable of. Modify expectations to match your student's physical abilities. Save the scores and repeat the activities in a few months to check for improvement.

Monitor the student's movements carefully to prevent accidents.

Explain that animals can do the following moves because of their body structures. See how the student's moves compare to the following animals feats.

High Jump

How high can you jump? A red kangaroo can jump more than 3 m high and a distance of more than 12 m.



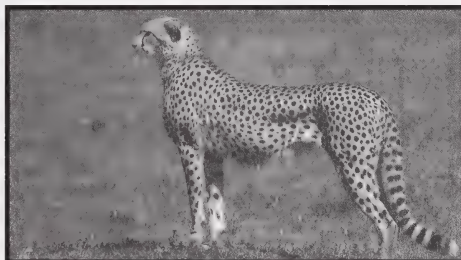
Broad Jump

How far can you jump? A cougar can jump 9 m from a standing position and more than 5 m high.



20-m Dash

How fast can you run 20 m? Once a cheetah gets going, it can run 20 m in less than a second!



90-m Dash

How fast can you run 90 m? A pronghorn antelope takes just over 3 s.



These activities could involve the whole family and could be considered Sharing Time.

Language Arts

Time recommended: 60 minutes

Reading

Word Work

Print the following song on a large sheet of paper and display it at your student's eye level.

Punchinello

What can you do, Punchinello, funny fellow?
What can you do, Punchinello, right now?

We'll do it too, Punchinello, funny fellow.
We'll do it too, Punchinello, right now.

Explain that this song is a traditional French verse.

Ask the student to point out and say any familiar words. Some words from the song that have already been studied are **can**, **do**, **you**, **it**, and **in** (found in the word *Punchinello*).

Sound out the name **Punchinello**. Observe in a mirror the position of the mouth and tongue when saying each sound.

Note: The letters **c** and **h** combine to make one sound.

Direct the student's attention to the little words **pun** and **in** in the name Punchinello. List other words that belong to the same word families as shown on the following chart.



pun	in
fun	bin
run	fin
bun	kin
nun	tin

On a second blank piece of loose-leaf paper, ask your student to help you list all the movement activities that come to mind. Post this chart close to the enlarged copy of “Punchinello.”



Movement Activities

jumping
running
swimming

Shared Reading

Take turns singing, clapping, and acting out the two verses. Imitate movements from the list created earlier. Encourage other family members to participate as well.



I run.



I jump.

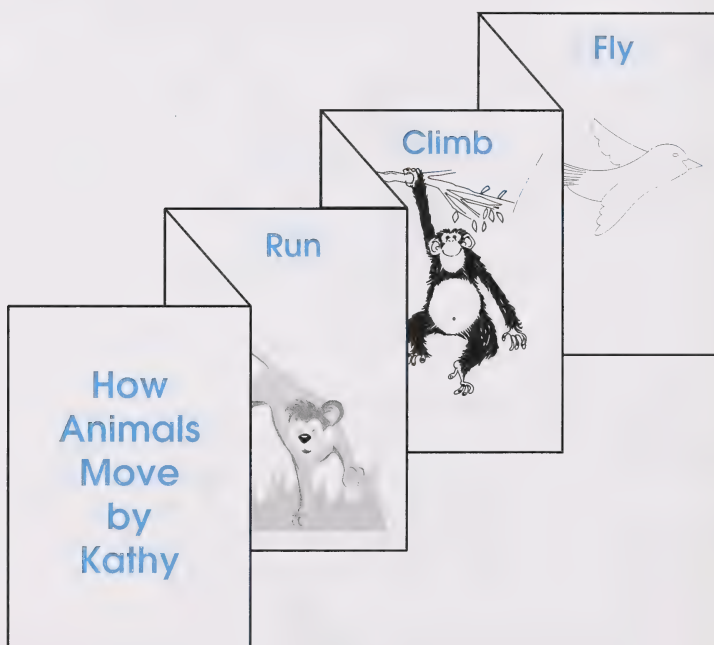
I swim.



Writer's Workshop

Make an accordion booklet that shows the different movements of animals.

- Cut three $8\frac{1}{2} \times 11$ sheets of unlined paper in half.
- Cut one 9×12 sheet of construction paper in half for the front and back covers.
- Join all the pieces together with tape, accordion style.



Materials

Student Folder



Illustrate each animal moving in a natural way. Neatly label the movement at the top of each page.

When the booklet is finished, label the back with your student's full name and M4D13 before placing it in the Student Folder.

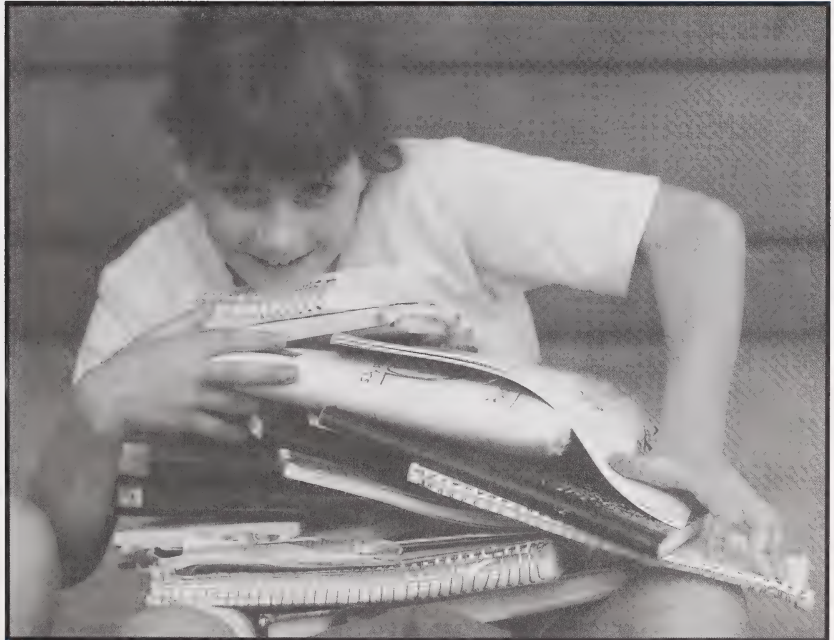


Another answer to the question
“What can you do?” is “I eat.”

Is it time for lunch now?

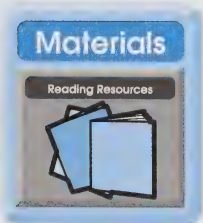
Silent Reading

Time recommended: 10 minutes



Get ready for reading time.

Your student could reread the story “Butterfly” from the *Collections* book *Around My Place*.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 13.

Project Time

Time recommended: 50 minutes

Your student will make animal blocks that show six different groups of animals (**reptile, amphibian, bird, fish, insect, and mammal**). Each animal has a different way of moving.

Turn to Day 13: Animal Blocks in Thematic Assignment Booklet 4B. Follow these instructions:



- Colour the pictures on the pattern pages. Be sure to colour the front end and back end of each animal the same.
- Cut around the outline of the blocks.
- Fold along each dark line to form cubes, tuck in the edges, and tape them closed.
- Stack blocks to make real or mixed-up animals. Describe how each animal moves.

Enrichment (optional)

- Discuss how the animals on the blocks are similar and different.
- Name other animals that move the same way as each of the creatures on the blocks.
- Name other creatures that belong to the same group as the creatures on the blocks. Tell why you think they are similar.
- Make up new names for the imaginary creatures using parts of the names of the original creatures. For example, a snake and a fish might be a snish.

Sharing Time

Time recommended: flexible

Consider one of the following activities for sharing.

- Set up the blocks from Project Time and describe the newly created animals.
- Involve the family in today's Music and Movement activities.
- Take turns singing and acting out the two verses from "Punchinello" with other family members and friends.

Let's Look Back

Time recommended: flexible



Review the day's activities by asking your student about personal movement skills. You may use questions similar to the following:

Which movements did you enjoy most?

Which movements do you think you do best?

Why do you say that?

Which movements did you find hardest to do?

How would you like to improve your performance in these physical activities?

How would you do that? (practice, exercise, proper rest, and diet . . .)



Materials

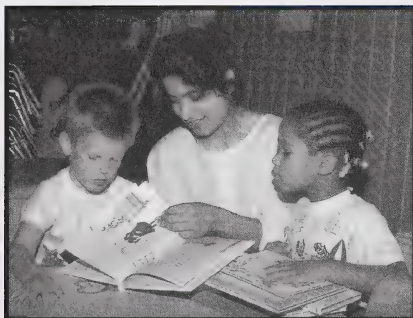
Thematic Assignment
Booklet



Complete Day 13: Learning Log, found in Thematic Assignment Booklet 4B. Be sure to add any comments, questions, or concerns you may have regarding the student's progress. Add some of your student's thoughts in the assigned section.

Story Time

Time recommended: flexible



For the next two lessons, you will study an animal that eats berries and likes to spend the winter sleeping.

Which animal could that be?

You could preview the research activities outlined in Day 14. Look at the Language Arts sections and Project Time. Day 14 assignments in Thematic Assignment Booklet 4B will give you a better idea of what steps your student will be following and how you can help.

“Bearly” Begun



Today and on Day 15, your student will write a research report about bears to further develop skills in questioning, researching, organizing, and writing. You will need some simple resource materials about black bears and grizzly bears.

Look for information in nature magazines, books, computer encyclopedias, and book encyclopedias.

There will be a slight change to the daily routine. Writer's Workshop has been combined with the afternoon Project Time. Math Time has been moved to the morning.

What You Need Today

General Supplies

- box containing general materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- resource materials about bears
- *Level A: Modern Curriculum Press Phonics*, pages 189 and 190
- Thematic Assignment Booklet 4B
 - Day 14: What I Know About Bears
 - Day 14: What I Want to Find Out About Bears
 - Day 14: Research Steps for Bear Report
- "How to Draw an Elephant" in *Zoom In* (optional)

Music and Movement

- recording or memory of "The Bear Went Over the Mountain"

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 4, Day 14.

Let's Look Back

- Thematic Assignment Booklet 4B
 - Day 14: Learning Log

Story Time

- mutually chosen reading material
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. (optional)
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr. (optional)



Calendar Time

Time recommended: 10 minutes

Refer to your Calendar Time Teaching Notes for suggested activities. You could talk about holidays or special occasions. What holidays or special occasions can you name? Why are they special? Which holidays or special occasions are your favourites? How many days is it until the next special occasion or holiday?

Continue to check the bird feeder each day and fill in the observation chart at Calendar Time.

Focus for Today

The focus is **research skills**. Learning Log questions relate to your student’s developing independence in the following skills:

- expressing personal knowledge
- choosing sources of information
- asking and answering questions
- making key word outlines
- expressing information in his or her own words
- connecting information from different sources
- making decisions

Preview Day 14: Learning Log in Thematic Assignment Booklet 4B.

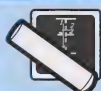
Materials

Thematic Assignment Booklet



Activities

Teaching Tip:



Photographs with captions from an encyclopedia would be a suitable reference for your student’s research project.

You could use a computer-encyclopedia program or the Internet to find out about bears.

In computer-encyclopedia programs, coloured graphics are presented and some programs are interactive. The term

interactive means that the student can click on an icon or underlined text to find additional pictures and information.

Look up **bears** and see what you find. The student will learn how to navigate within a program to find information.

Research on bears can also be done on the Internet. Use your favourite search engine to look up key words like *grizzly bear* and *black bear*. By involving the student in computer research, you are demonstrating that the computer can be used for more than word processing and games.

Language Arts

Time Recommended: 35 minutes

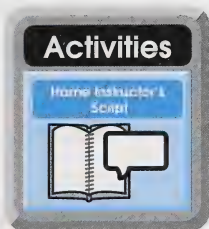
Word Study

Take time to review the words **what, do, you, use, and for.**

Have your student read these sentences.

What do you use a fork for?

What do you use ketchup for?



What do use a bike for?

What do you use a radio for?

Then, create your own sentences using this pattern.

What do you use _____ for?

Are there other words that need reviewing?

Write the word **back** on a coloured index card. Is your student able to read the word with ease? If so, place the word card in the personal word bank, or study the word as required, emphasizing the following:

- the short sound of the letter **a**
- the consonant digraph or letter combination **ck**

Materials

Phonics Book



Materials

Student Folder



Phonics and Printing

Turn to pages 189 and 190 in *Level A: Modern Curriculum Press Phonics*.

Review the instructions with your student and check the pages when they are finished. Have the student make the necessary corrections and re-mark them with a different colour of pen.

Label both pages with the student's full name and M4D14 before placing them in the Student Folder.

It Is Time to Rhyme!

Use each pair of rhyming words in a sentence. Say each sentence out loud first and then print it.

blue
glue

cube
tube

suit
fruit

You don't have to send in this assignment.

Music and Movement

Time recommended: 10–15 minutes

Enjoy a fitness break outside if possible. An active, refreshing playtime would give your student's mind a chance to rest before the upcoming research project.



Sing the following song while preparing to go outside.

===== **The Bear Went Over the Mountain** =====

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

And all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

=====

For added fun, change the words. For example, the frog went under the water, the child went out the back door, the horse went over the old fence

Your student might enjoy tackling this tongue twister. Start by saying it very slowly. Gradually build up speed.

A big black bug bit a big black bear.



Language Arts

Time recommended: 60 minutes

Reading

Begin research on bears by recording known facts.



Today, your student will **plan and focus attention on the following research skills:**

- exploring and sharing personal ideas on the topic
- following spoken directions for gathering ideas and information
- asking and answering questions to get information
- choosing the source of information
- connecting information from various sources: spoken information, books, magazines, encyclopedias, the Internet, CDs
- making key word outlines
- making decisions

The student will **organize, record, and evaluate material** using the following skills:

- identifying and categorizing information according to similarities and differences
- listing related ideas and information on a topic
- making statements to accompany pictures
- representing and explaining key facts and ideas in the student's own words
- recognizing and using gathered information to communicate new learning

Using a computer will enhance the learning experience, both in gathering information and in presenting a finished product.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 14: What I Know About Bears. Make a web chart as directed.

Read the following non-fiction article.

Black Bears and Grizzlies

Do you think bears are cute, cuddly, and adorable? Teddy bears certainly are, but real bears are wild animals. They look after their own needs.

Your research report will be about black bears or grizzlies. There are many things to learn about these shy and powerful animals.

Bears like to be left alone. They avoid contact with people. You can see bears at a zoo. Someday you might be lucky enough to see one in the wild.

Two types of bears live in Alberta. One type is the black bear. Many years ago, black bears lived in all parts of Alberta, but now they mainly live in forested areas.



Grizzly bears are less common than black bears. They generally live in wilderness areas, far away from people. Grizzlies need a lot of space. When roads are built in wilderness areas, the grizzlies move even farther away.



The following assignment will help you prepare for your research project.



Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 14: What I Want to Find Out About Bears.

The poem “Bear in a Cave,” printed on the next page, has many of the words your student might encounter while researching and writing the report.

Ask the student to read the poem with you. Track the lines as you read. For a second or third reading, take turns reading lines or **echo reading**. Provide help whenever needed.

echo reading: you read one line and your student repeats it

Bear in a Cave

Here is a cave; inside is a bear.
Now he comes out to get some fresh air.
He stays out all summer in sunshine and heat,
He hunts in the forest for berries to eat.

When the snow starts to fall he hurries inside
His warm little cave and there he will hide.
When spring comes again, the snow melts away,
And out comes the bear, ready to play.

He stays out all summer in sunshine and heat,
He hunts in the forest for berries to eat.



Enrichment (optional)

For many years, children have enjoyed this “Fuzzy Wuzzy” poem.

Fuzzy Wuzzy

Fuzzy Wuzzy was a bear;
Fuzzy Wuzzy had no hair.
So Fuzzy Wuzzy wasn't fuzzy.
Was he?

Unknown

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 14.

Are you feeling hungry as a bear?

**Maybe this is a good time to see
what humans eat.**



Silent Reading

Time recommended: 10 minutes

Have you read any “bearry” good books lately? You are sure to find some great books about bears on your next visit to the library. Check the list of Additional Resources found at the beginning of this module for suggestions.



Project Time

Writer's Workshop

Time recommended: 60 minutes

Have the student work on the first three pages of the bear report using these headings: **Description**, **Diet**, and **Habitat**. Use one sheet of loose-leaf for each subtopic.

Description	Diet	Habitat
-------------	------	---------

Each page should include one or two sentences and an illustration. All the printing could be done first and then all the illustrations. Or each page could be completed before going on to the next. Encourage good-quality work, but try not to spend more than 20 minutes on each page.

Activities

Teaching Tip



When doing a lengthy assignment such as this, take a break by doing one of the following:

- moving to music
- going outdoors for an activity
- exercising indoors
- preparing and eating a nutritious snack

Depending on your resources, your student could research bears in general or a particular type of bear (black bear, grizzly bear, or even a polar bear).

Have your student print **Description** at the top of the first page. Ask the question, “What does a black bear (or grizzly bear) look like?” Work together to find the answer in your resources. Read the information aloud to your student. Help the student choose key words, such as *mostly black*, *brown muzzle*, and *small ears*. Then guide the student to use the key words to construct personal sentences and repeat them back to you.

Have the student type the sentences with a word-processing program on the computer or print them on a sheet of paper.

The illustration could go on the text page or on a blank page. Cut out the text and the illustration and glue them onto a sheet of construction paper.

Print the heading for **Diet** and repeat the previous steps. Then do **Habitat**. The questions for diet and habitat are “What does a bear eat?” and “Where does a bear live?”



If you find that your student needs more time to complete the work, then only do description and diet this afternoon.

About Illustrations

Since this is a factual report, the illustrations should accurately represent the topic. For example, the bear should not be using a fork to eat with! Ask your child to examine pictures of bears. How big is a bear's head in relation to the rest of its body? How big are its eyes compared to its head?



Materials

Reading Resources



Enrichment (optional)

For an idea of proportion, you may wish to try "How to Draw an Elephant" found in *Zoom In*. Although this is a cartoon-style drawing rather than a realistic drawing, the student is given a method of assigning dimensions to the parts of an animal when drawing.

Materials

Thematic Assignment Booklet

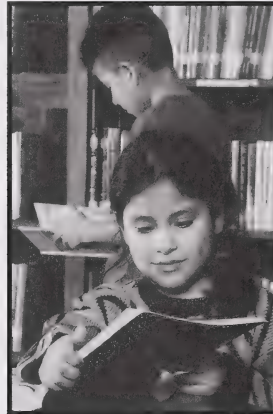


Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 14: Research Steps for Bear Report. Acknowledging progress can be a source of motivation. If your student wishes to do future research, some suggested subtopics are noted under Enrichment.

Sharing Time

Time recommended: flexible

Have your student share some information about bears. The student can display the completed pages and tell about interesting information found in the research material.



Let's Look Back

Time recommended: 10 minutes

Review today's work by asking the following questions:

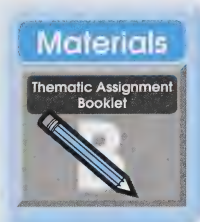
How are you progressing with your research and report writing?

Is any part of your research giving you trouble?

What other materials do you need to finish your work?

What new information did you learn about bears?

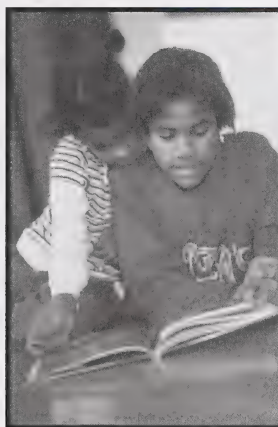
What would you like to tell your teacher?



Turn to Thematics Assignment Booklet 4B and complete Day 14: Learning Log. Be sure to include your comments as well as your student's comments.

Story Time

Time recommended: flexible



Were you able to locate Bill Martin Jr.'s book *Brown Bear, Brown Bear, What Do You See?* or *Polar Bear, Polar Bear, What Do You Hear?*

You have a start on your bear report.

Tomorrow you will finish it.

Have you checked your bird feeder today?

More “Bear” Facts



Bears can stand on their hind feet.

Your student’s report booklet, when completed, will have four pages plus a front and back cover. On Day 14, three report pages may have been completed. If so, the hibernation pages and a front and back cover could be completed today. Your student will also bind the report pages into a book. Math Time will be completed after the morning Reading to allow time for the writing of the bear report in the afternoon.

Look at the front covers of several books to see what information they show and how they are designed. Notice that the back covers of some books often have small illustrations.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 191 and 192
- Thematic Assignment Booklet 4B
 - Day 14: Research Steps for Bear Report
 - Day 15: Reviewing Uu
- audiocassette or videocassette player
- celery sticks (optional)
- peanut butter or cream cheese (optional)
- raisins or sunflower seeds (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 4, Day 15.

Project Time

- construction paper, railroad board, or manila tag
- a folder or binding materials, such as yarn, rings, or coils
- research materials

Let's Look Back

- Thematic Assignment Booklet 4B
 - Day 15: Learning Log
- audiocassette or videocassette

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to your Calendar Time Teaching Notes in the Calendar Package for suggested activities. Remember to check your bird feeder.

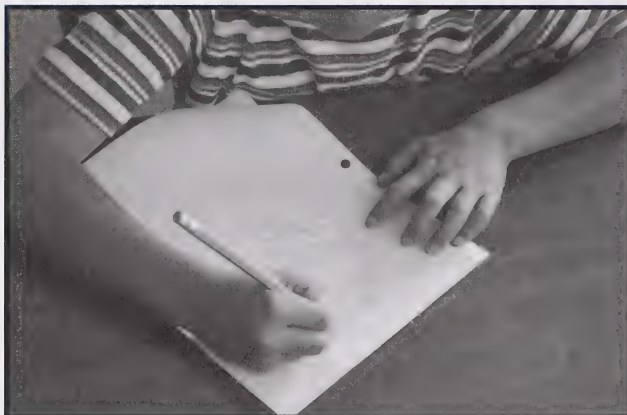
Focus for Today

Materials

Thematic Assignment Booklet



The focus for today is your **student's development in printing and written expression**. Previewing the Learning Log found in Thematic Assignment Booklet 4B will prepare you for this observation.



Language Arts

Time recommended: 35 minutes

Word Study

Materials

Collections Writing Dictionary



Pick one or two theme-related or special-interest words to study. Your student could choose words that have come up during the bear research project.

After the word study, have the student write any new words in the *Collections Writing Dictionary*.

Materials

Phonics Book



Phonics and Printing

Have your student complete pages 191 and 192 in *Level A: Modern Curriculum Press Phonics*. Mark the pages, have the student make necessary corrections, and re-mark them with a different colour of pen. When page 192 is finished, ask your student to read the lines aloud. They make a poem!

Materials

Student Folder



Label both pages with the student’s full name and M4D15 before placing them in the Student Folder.

Review the formation of the capital **U** and the lower case **u**. Use the Printing Chart in the Appendix of the Home Instructor’s Manual as a guide.

Materials

Home Instructor’s Manual



Emphasize that the “walls” of these letters should be straight at the top and curved at the bottom. When printing is rushed, the habit of rounding the top of the letter **u** makes it difficult to distinguish it from the letter **a**. Have the student practise the capital and lower-case letters in the Printing Practice notebook before doing the assignment.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 15: Reviewing Uu.



Music and Movement

Time recommended: 10–15 minutes

Enjoy your fitness break outside today if possible. Some free movement or a brisk walk might be just what’s needed to clear the mind.



If other members of the family can join in, your student might enjoy playing “Bear in the Den.” One person (the “bear”) hides and the rest search. When someone finds the bear in its den, he or she hides there, too. Each person who finds the bears hides with them until the last searcher finds them.

Language Arts

Time recommended: 60 minutes

Reading

Together, read the following verse a few times. Track each word with your finger as you read.

===== Five Little Bears =====

Five little cubby bears, tumbling on the ground,

(Roll hands over each other.)

The first little bear said, "Let's look around."

(Hold up thumb.)

The second one said, "See the little bunny."

(Hold up index finger.)

The third one said, "I smell honey!"

(Hold up middle finger.)

The fourth one said, "It's over in the trees."

(Hold up ring finger.)

The fifth one said, "Look out! Here come the bees!"

(Hold up little finger, while fingers on the other hand imitate buzzing.)



Traditional



Word Study

Ask the student to point to any known words in the verse, such as **five**, **little**, **on**, **the**, **said**, **one**, **see**, **I**, **in**, and **out**.

Next, ask the student to print the words **cubby**, **bunny**, and **honey** on a chalkboard or a piece of paper.

Have the student say the words and tell you what is the same or different about them.

After a brief discussion, focus on the letter **y**. Explain that when **y** comes at the end of a two-beat word, it makes the “long e” sound.

Say each word again, clapping each beat. For example, the first clap matches with “cub,” and the second clap matches with “by.”

Continue with the following script.



What does the word cubby mean? (bear cub)

What are the five little cubby bears doing in the first line of the verse? (tumbling on the ground)



Pretend you are one of the cubby bears tumbling on the ground.

What did the first bear say? (“Let’s look around.”)

Show me how a bear would look around.

What did the second bear say? (“See the little bunny.”)

Pretend you are a little bunny hopping around.

Tell me what the third bear said. (“I smell honey.”)

Where did the fourth bear say the honey was? (“over in the trees”)

What did the fifth bear say? (“Look out! Here come the bees!”)

Was the fifth bear excited?

How can you tell? (There is an exclamation mark after the word *bees*. A writer uses an exclamation mark to express excitement or strong feelings.)

Show me how an excited bear would act.



Day 15 • More “Bear” Facts

Enrichment (optional)

Have you heard any good bear jokes lately?

Q: What did Little Bear say when he got to the top of the hill?

A: Whew! I bearily made it.

Q: What did Mama Bear say when she lost her way?

A: Please bear with me.

Q: What did Papa Bear say when he was hungry?

A: Let’s go bearry picking.

Did your student notice the titles of Day 14 and Day 15? You may need to elaborate on the puns. In the headings “Bearly” Begun and More “Bear” Facts, there is a **pun** or play on words between **bearly** and **barely** and **bear** and **bare**.



Math Time

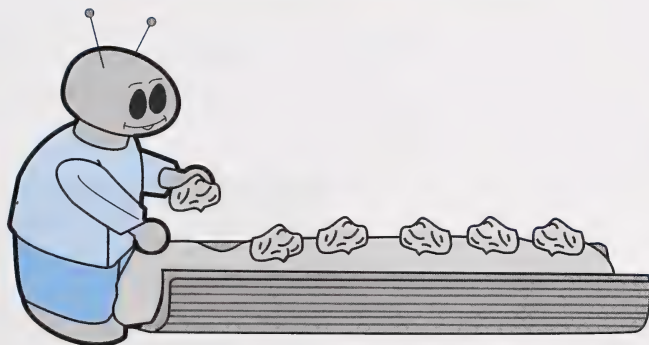
Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 15.

Here's another lesson on **homonyms**, or words that sound alike but have different meanings and different spellings.

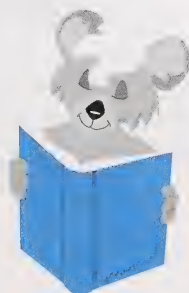
Pass the berries! Pass the cream!
This might be a good time to "paws"
for a lunch break.

Bears love to eat ants. You might
enjoy a human variety of "ants on a
log." Fill celery sticks with peanut
butter or cream cheese. Then place
raisins or sunflower seeds on top to
represent the ants.



Silent Reading

Time recommended: 10 minutes



Project Time

Writer’s Workshop

Time recommended: 60 minutes

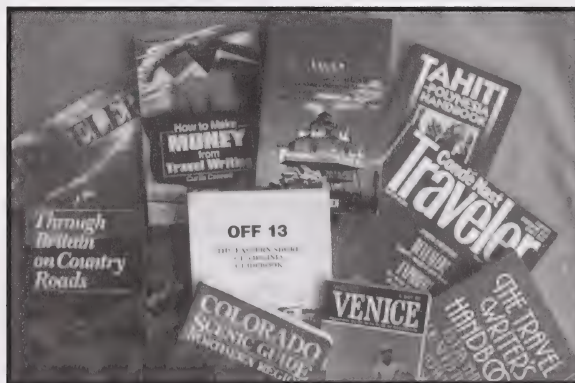
The student will continue to work on the bear report. If only one or two pages were finished yesterday, do the next topic. You may need to schedule additional time for completion. If the student finished **Description**, **Diet**, and **Habitat**, then **Hibernation** and **Front and Back Covers** are next.

Hibernation

The question for hibernation is “What does a bear do in winter?” Once again, aim at spending half an hour or less on this page.

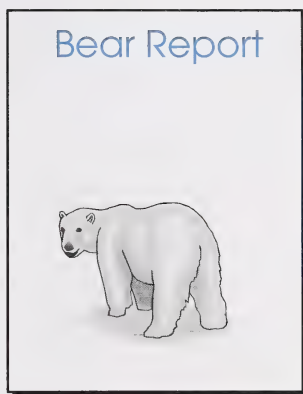
Front and Back Covers

Study the covers of several books to get ideas. What information needs to be on the front cover? (title, illustration, author, and illustrator’s name—in this case only one name as the child has done both jobs)



What kind of a title will grab people’s attention? What about the lettering for the title, the colours, and the illustration? How will you attract your readers’ attention?

Covers can be made on stiff paper such as construction paper or manilla tag. The student can draw on this paper, or the drawing can be done on drawing paper and glued to the firmer paper. Covers can also be laminated—a process you may be able to do at the media centre of your public library for a small cost.



What do you notice about back covers? Some back covers have words, some have pictures and words, and some have an illustration that wraps around from the front cover.

Go over the entire bear report, reading it and looking at it carefully. Is there anything you would like to change? Are there any finishing touches you would like to add before binding the report? Do so now and then proceed to binding.

Binding Possibilities

Following are a few possible ways of putting your report together:

- Tie it with ribbon or yarn.
- Use rings.
- Use staples.
- Coil it. (Ask if the media centre of your public library has coiling equipment. It is not very expensive to coil.)
- Use a folder. (Cover pages can be drawn on drawing paper and glued to the outside of a folder.)

Day 15 • More “Bear” Facts

Materials

Student Folder



Label the back of the report with the student's full name and M4D15 before placing it in the Student Folder.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 4B to complete Day 14: Research Steps for Bear Report. Colour in the next step as you complete that part of the assignment. Showing progress can be a source of motivation.

Enrichment (optional)

Materials

Thematic Assignment Booklet



For those who need a further challenge, refer to the additional suggestions listed on Day 14: Research Steps for Bear Report found in Thematic Assignment Booklet 4B.

Sources of Information

Where did you find your information?

Answer this question with a sentence or two, such as the following:

I found my information in *Your Big Back Yard* magazines and the *Canadian Junior Encyclopedia*.

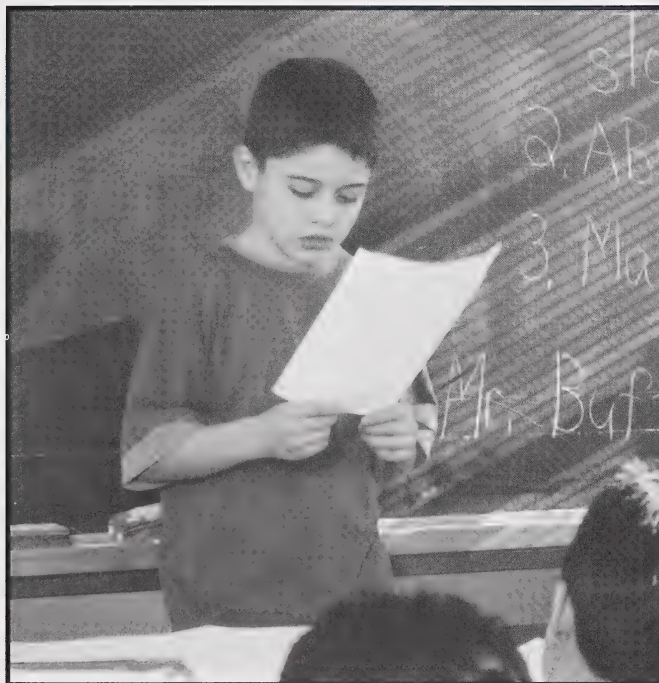
My Uncle Jack told me about hibernation.

Have your student use a ruler to underline the names of books, magazines, CD-ROMs, or videos. An illustration is not necessary for this page.

You may have your own ideas that will extend the student's study of bears. Safety around bears is a worthy topic for research.

Sharing Time

Time recommended: flexible



Have your student share the bear report. It represents a lot of work and shows a growing skill in being able to handle information. Do you have a neighbour or relative who would be interested in the student's report?

Encouraging words or applause from others is a source of motivation. Be sure to balance the student's stardom with an opportunity to also appreciate the efforts of other family members or friends.

Let's Look Back

Time recommended: 10 minutes

Record the following discussion on an audiocassette or videocassette. It will provide feedback for the teacher on your student's successes and difficulties with the research report.



As you review today’s work, ask the following questions:

What do you know about bears that you did not know before?

What did you like best about doing the research report?

What would you do differently next time you do a research project?

Which research material was the best help?

Which research material was the least help?

What would you like to tell your teacher about this report?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 4B, Day 15: Learning Log. Be sure to include your student’s comments about the report under Student’s Thoughts and your own comments.

Story Time

Time recommended: flexible

“Grizzly Bear” may be a familiar poem from your childhood. Your student, too, may enjoy the humorous but true warning.



Grizzly Bear

If you ever, ever, ever
meet a grizzly bear,
You must never, never, never
ask him where
He is going, or what he is doing.
For if you ever, ever dare
to stop a grizzly bear,
You will never
Meet another grizzly bear.

Mary Austin

Do you have any other "bearry" good stories or poems to read today?

**Bravo! Are you proud of your
accomplishment on your bear
report?**

**In the next lesson, you will find out
why plants and animals
are best friends.**

Have you seen any visitors to your bird feeder yet? A good time to check might be early in the day when you first get up. Remember to fill in your chart twice a day.

Best Friends

Today you will consider the important relationship between plants and animals, especially the role trees play in providing homes and home-building material for animals. The beaver, one animal that is dependent on trees, will be the centre of attention today.



If the weather permits, you will be going outside to collect plant materials, such as twigs and dried grasses or weeds, to use during Project Time.

Gathering natural materials will be more difficult in winter, but do your best. If this becomes too challenging, settle for bits of construction paper and other materials you may have in your treasure box.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 193 and 194
- Thematic Assignment Booklet 4B – Day 16: Spelling Post-test
- Canadian nickel
- poster paper
- computer with word-processing program (optional)

Music and Movement

- a bag for collecting materials
- hula hoop or skipping rope (optional)

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 4, Day 16.

Project Time

Project Choice 1: Animal Home Picture

- plant materials collected on a walk
- firm paper, such as manila tag, cardboard, or bristol board

Project Choice 2: Animal Home Diorama

- plant materials collected on walk
- shoe box or other container
- paint
- string (optional)

Project Choice 3: Animal Home Sculpture

- plant materials collected on a walk
- homemade modelling clay

Let's Look Back

- Thematic Assignment Booklet 4B – Day 16: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to your Calendar Time Teaching Notes in the Calendar Package for suggested activities.

It's getting close to the end of the module and the concluding field trip. If you know when your field trip will be, note it on the calendar. Soon, you will be finished this module. You could also note this important achievement on your calendar. Have you arranged a visit to a farm, zoo, or animal shelter in the next week? If these trips are not possible, consider other possibilities—a visit to a farm with a variety of animals, a beaver lodge, a veterinary clinic, or a wildlife sanctuary.



Focus for Today

Materials

Thematic Assignment Booklet



Personal development is today's focus. Observe your student's confidence, interest, and enjoyment of learning. Is he or she able to stay on task to complete activities? Turn to Thematic Assignment Booklet 4B to preview Day 16: Learning Log.

Language Arts

Time recommended: 35 minutes

Spelling

It's time to give your student the post-test for Module 4 spelling words. Take down the charts containing the words and do not review the words the morning of the test.

Activities

Teaching Tip



Testing in this way gives an accurate indication of the student's spelling skills. It is important that the words be stored in the student's **long-term memory**. If you practise immediately before the test, you are only testing **short-term memory** of these words.

Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 16: Spelling Post-Test.

Use the following procedure:

- Say each word clearly, but in a normal manner.
- Say a sentence that contains the word, preferably not at the beginning to avoid the need for a capital letter.
- Repeat the word.

The words for the test are

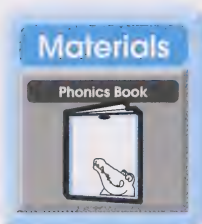
- make
- made
- use
- go
- so
- no

Materials

Thematic Assignment Booklet



Phonics and Printing



Turn to page 193 in *Level A: Modern Curriculum Press Phonics* and ask your student to read the directions aloud. Assist as needed, and then have the student complete the page independently. Correct the work, have the student make necessary corrections, and re-mark with another colour of pen. Learning and good work habits occur when the student corrects mistakes.

Discuss the instructions for page 194. Point out the words on the toy box that are found in the word-search puzzle. Remind your student to take special care when printing the phonics pages. This will be today's printing lesson. Use the same marking and correction procedure.



Label the phonics pages with the student's full name and M4D16 before placing them in the Student Folder.

Enrichment (optional)

Make up riddles for each other using the words on pages 193 and 194. One part of the clue should be about the vowel sound. An example follows.

I have a "long i" sound. I am round. You can find me on a bike, car, or truck. What am I?

Answer: tire

Take turns asking and answering riddles.

Language Arts

Time recommended: 45 minutes

Reading

The discussion and reading in this session is about Canada's national animal—the beaver. You will need a Canadian nickel to introduce today's topic.

We are going to start the lesson by talking about Canada's national animal.

Display the side of the nickel that shows the beaver.

Do you know which animal this is?

It's a beaver!

What do you know about beavers?

Record what the student knows about beavers on a sheet of paper.

What I Know About
Beavers

Then read "As Busy as a Beaver" aloud. Ask the student to listen carefully to compare what is known to the factual information.



As Busy as a Beaver

Have you ever heard the expression “As busy as a beaver?”

Do you think beavers are really busy?

Let’s read about some things they do.

- They cut down trees with their teeth.
- They drag the trees they cut into the water.
- They move rocks, trees, and mud to build dams.
- They constantly inspect and repair their dams.
- They use their excellent sight and hearing to watch for wolves, coyotes, wolverines, or bears that might be looking for a tasty beaver to eat.
- They warn other beavers of danger by slapping their tails and diving deep in the water.
- They swim using their paddle-like tail and strong, webbed hind feet.

- They use their front feet like hands for digging and holding.
- They eat their favourite food—the bark from poplar and willow trees.

Beavers do sound busy, don't they?

Compare what the student knew about beavers before the reading to what is now known.



A beaver lodge

Print the following questions on a separate piece of paper.

- What does a beaver look like?
- What can a beaver do?
- What does a beaver have?
- Where does a beaver live?
- What does a beaver eat?
- What are the beaver's enemies?

Together, read the first question, and then list at least four features that describe a beaver. Continue with the remaining questions in a similar manner.

Once the lists have been completed, encourage the student to choose one item from each list and together create a story. Following is an example.

The beaver looks like a big rat with webbed back feet. It can hold its breath for five minutes and usually lives in a lodge that is half underwater. It eats twigs. Humans are the beaver's worst enemies.

As you create the story, discuss the writing process. For example, "I need to capitalize the letter **T** in the word **The** because it comes at the beginning of the sentence."

Music and Movement

Time recommended: 10–15 minutes

You will be as busy as beavers gathering twigs, grasses, weeds—whatever natural materials you can find—for Project Time. Dress appropriately and bring a bag for your treasures.



During or after your collection activity, discuss how animals need and use plants.

- Beavers use trees for food (They eat bark.) and to build homes.
- Some animals use plants for protection and warmth.
- A squirrel gathers acorns for food in the winter.
- Birds use sticks to build nests.
- A dog could play with a stick.

Enrichment (optional)

If time allows, try the game Beaver Signals described below.

How do beavers sense danger?

They use their excellent hearing and sight.

You'll use your senses in this game.

Make a circle with masking tape. The circle is the pond. Outside the circle is the river bank. One person is the leader, and the other participants are beavers. The beavers play on the banks (not too close to the pond). When the leader gives the danger signal (slap hands together, just like the beaver slapping its tail), all the beavers must hurry to the pond and dive in (sit down).

Remind the beavers that they'll have to listen carefully to hear the signal. Try this activity using a visual signal, too. Take turns being the leader.



Language Arts

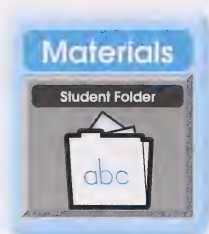
Time recommended: 15 minutes

Journal Writing

Introduce choices for journal writing using the script below.

Have you ever felt as busy as a beaver?
Would you like to write and draw about a day
when you felt as busy as a beaver?

Or would you like to write and draw about
something that you know or just learned
about beavers?



If there is another topic of special interest to your student,
encourage writing about it instead.

Label the back of the entry with the student's full name and M4D16
before placing it in the Student Folder.

Enrichment (optional)

Some animals depend on trees for shelter and protection. How
many creatures might live in one tree?



A squirrel in a tree

Ask your student to make a poster of a tree called “Who Lives There?” Add nests and holes. Draw and label all the animals that might use the tree as a home.

Your student might wish to use a word-processing program on the computer to print out the title and labels for the poster.

**The squirrel has food stored in a
hollow tree.
It's time to check your storehouse
for food.
It's lunch time!**



Silent Reading

Time recommended: 10 minutes



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 16.

Project Time

Time recommended: 50 minutes

Materials

Home Instructor's Manual



Your student will use the natural materials gathered this morning and other available art materials to make a picture, diorama (three-dimensional scene), or sculpture of an animal's home. You may find suitable materials in your Treasure Box. For more information on the Treasure Box, refer to the Art section in the Home Instructor's Manual.



Choose any animal home that you know about or can find out about. Then decide which of the projects you would prefer. Represent the animal's home as accurately and realistically as possible. Include the background so that we are able to see the animal in its natural habitat.

Take a good look at your artwork and ask yourself

- Does it show what the animal's home looks like?
- Do I need to add any finishing touches?

Materials

Student Folder



It will be difficult to prepare today's art piece for mailing. If possible, take a photo of the project, label it with the student's full name and M4D16, and place it in the Student Folder.

Project Choice 1: Animal Home Picture

Because you will be gluing materials on the background, use a firm paper like manila tag, cardboard, or bristol board. Plan your picture on a sheet of paper. Organize natural materials and man-made materials, like construction paper or cloth, in an appealing way.

Project Choice 2: Animal Home Diorama



A shoe box works well as the base for a diorama or three-dimensional scene. Paint the inside of the box in appropriate colours for earth, sky, snow, hills, and so on. Some details, such as trees or animals, can be painted or drawn with felt on this background. These features will look like they are in the distance.

Cut shapes for trees, hills, and other animals. One way to make the shapes stand up is to bend the bottom part of the object and glue that as a platform. Items can also be suspended by string from the inside top of the box.

Natural objects could be used for this project. For example, sticks can be glued one upon the other to make a beaver lodge. You may want to build the beaver's dam near the lodge.

These three-dimensional items will appear closer than the details painted or drawn on the background.

Project Choice 3: Animal Home Sculpture

Another way of showing an animal home is by shaping it out of modelling clay—either store-bought or homemade. Refer to the Home Instructor's Manual for a recipe for modelling clay. Shape a hill with a den, the ground with a burrow, a tree with a hole, or a pond with a beaver lodge.

Sharing Time

Time recommended: flexible

This is a good time to display the animal home. Invite people to ask questions about it. Explain why plants are animals' best friends.



Including activities that involve the interest and talents of friends or other family members is always recommended. Today might be a good day to find out about someone else's hobby or line of work. Can you think of someone you might visit as a resource person?

Let's Look Back

Time recommended: 10 minutes

The following questions might be useful in reviewing today's activities.

Tell me one way that plants help animals.

Which plant materials helped to build our animal home?

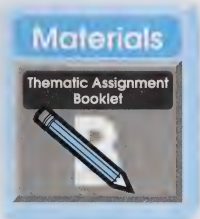
What are some plants that we eat?

What did you like best about Project Time today?

If you could change one thing about your project, what would it be?

Is there another animal home you would like to build?

What would you like to tell your teacher about today's activities?



Turn to Thematic Assignment Booklet 4B, Day 16: Learning Log, and record your comments and your student's comments.

Story Time

Time recommended: flexible

Discuss respecting animals and their homes. Explain that when coming upon a bird's nest or an animal's burrow, one may observe it in passing, but then must leave it untouched.

Your student may recall reading poems, such as “Clouds” by Christina Rossetti. Read this poem, by the same author, which shows the theme of respect for nature.

Hurt No Living Thing

Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

Christina G. Rossetti

Another story with this theme is *Hunter and His Day* by Brian Wildsmith.

Any visitors to the bird feeder yet? Keep watching and filling out your chart.

What's inside your home?

You will answer that question on Day 17.



Houses Inside Houses



Could there be a house inside your house? Not likely, you are thinking. It all depends on how you look at it. Today you will use your imagination to come up with some home ideas as you take a good look at your own home.

The house is the theme for the day as the student writes sentences about houses discovered in the “house search.” During Project Time, the student will choose to either build a house to hold a collection or create a picture of a house and all that it may contain.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 195, 197, and 198
- Thematic Assignment Booklet 4B
 - Day 17: The No Family
 - Day 17: Word Recognition Test
- two rings, 4.5 cm in diameter

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 4, Day 17.

Project Time

Project Choice 1: A House for Things

- various boxes and containers for holding collections and making display cases

Project Choice 2: Houses in a Home

- large piece of art paper or poster paper
- magazines and catalogues that can be cut

Let's Look Back

- Thematic Assignment Booklet 4B
 - Day 17: Learning Log

Story Time

- mutually chosen reading material
- “My Kangaroo” and other poems from *Toes in My Nose* by Sheree Fitch (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to Calendar Time Teaching Notes in the Calendar Package for suggested activities.

On Day 18 you will be submitting your bird-feeder observation chart, along with other assignments. You might wish to make another chart and continue with your observations during the coming weeks and months. As time goes by, more birds will find the feeder and they will rely on it for food to get through the coldest part of winter.

Bird watching might become a habit that the whole family will enjoy together! Use a few minutes of Calendar Time each day to observe and discuss our feathered friends.

Focus for Today

Today's focus is your student's growing **ability to solve problems**.

Can he or she use creative thinking to find "houses" on this morning's search? Can your student ask and answer riddles in phonics? How does your student go about organizing materials in today's Project Time?



Language Arts

Time recommended: 35 minutes

Word Study

Today you will test your student on the recognition of the words in the New Word Box and the word bank.

Empty the word boxes and sort the cards into two piles. Make one pile with the high-frequency words on coloured cards and one pile with the special-interest words on white cards.



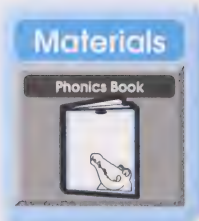
Turn to Thematic Assignment Booklet 4B and follow the directions to complete Day 17: Word Recognition Test.

Words that need more work are then placed in the New Word Box for continued learning.

Punch a hole on the left side of the index cards your student recognizes well. Bind the coloured index cards with a ring. With another ring, bind the white index cards with the words the child has mastered.

Phonics and Printing

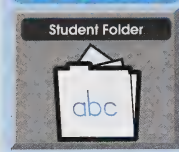
Introduce a rhyming game, such as “I know a word that rhymes with _____.” Choose two rhyming words, but keep one a secret. For example, “I know a word that rhymes with train.” The student guesses rhyming words until the right answer (rain) is given. Use long-vowel words. Take turns choosing and guessing words.



Turn to page 195 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read the instructions and complete the page. Mark the page, have the student make the necessary corrections, and re-mark with a different colour of pen. Discuss the “Think” question at the bottom of the page when your student is finished.

Have your student cut out and assemble the “Hand Games” booklet on pages 197 and 198. You do not need to submit this booklet.

Materials



Have your student read the booklet aloud. Then experiment with shadow animals. These animals may have been made in Module 1: Day 13.

Label page 195 with the student's full name and M4D17 before placing it in the Student Folder.

Keeping the returned phonics pages in a binder is recommended

- for keeping a record of the student's progress
- to facilitate the location of pages that will be assigned in later modules

Story pages, like on page 196, will be used as a phonics review later in the thematic program.

Printing and Spelling

Your student might already know how to spell this module's spelling words **no**, **go**, and **so**. Review these words using the following script.

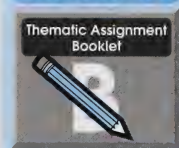
It starts with an "n" sound.
It ends with a "long o" sound.
There are no other letters.
What is it?

Ask your student to print the answer. Introduce **go** and **so** the same way.

Activities



Materials



Turn to Thematic Assignment Booklet 4B, and follow the directions to complete Day 17: The No Family.

Music and Movement

Time recommended: 10–15 minutes

Enjoy today's fitness break outside if possible, and invite other family members to join in.



Wolves in the Snow

When wolves walk through deep snow, they walk in single file, stepping in each other's footprints. Play "Wolves in the Snow," with each person stepping exactly where the leader stepped. Take turns being the leader. Adapt the activity to suit your student's physical abilities.

Echo Game

Next, you might like to play follow the leader with your voices. Repeat whatever the leader says as exactly as possible. The leader should vary the pitch (high or low) and volume (loud or soft) as he or she makes sounds, says single words, sings lines of songs, or says tongue twisters. Take turns being the leader.



Language Arts

Time recommended: 60 minutes

Reading

Chart of Houses Inside Houses

You'll be right at home as you study the animal dwelling for today—your own home! You can introduce the topic as follows:

Who lives in our home? (Name family members and pets.)

What do you call the kind of home you live in? (house, apartment, townhouse, etc.)

Today we are going to talk about different types of houses.

Print the title **Houses** at the top of a piece of paper. Discuss the writing process. For example, "I know that the word **houses** starts with the letter **h**, and because it is the first letter of the title, it needs a capital letter." Continue as follows.

Do you think we can find some houses inside our house?

Let's go on a house search and see what we find.

Start by looking around your learning area to see what houses you can find. For example, a calendar is a house for numbers and a word box is a house for words. List the names of these houses on your house chart.

Then look in other rooms of your home to find interesting houses. For example, a vase is a house for flowers and a tube is a house for toothpaste. Take the Houses chart with you and print the words as your student thinks of them.

When you have a variety of items listed, return to the learning area. Read the words on the chart and have your student tell you what each item is a house for. Use the following pattern sentence for the answers.

A _____ is a house for _____.

Your student will use this chart again in Writer's Workshop.

Continue your discussion.

Some houses are for **animals** and some houses are for **things**.

What's the difference between an animal and a thing?

Animals are alive.

Tell me an example of an animal.

A thing is not alive.

Tell me an example of a thing.

Tell me about some of the houses for things.

Writer's Workshop

Have your student choose three or four items from the Houses chart and write a pattern sentence about each house.

A _____ is a house for a _____.

Label the back of the writing page with the student's full name and M4D17. Place the page in the Student Folder.



Could you say, "My tummy is a place for my lunch?"

Silent Reading

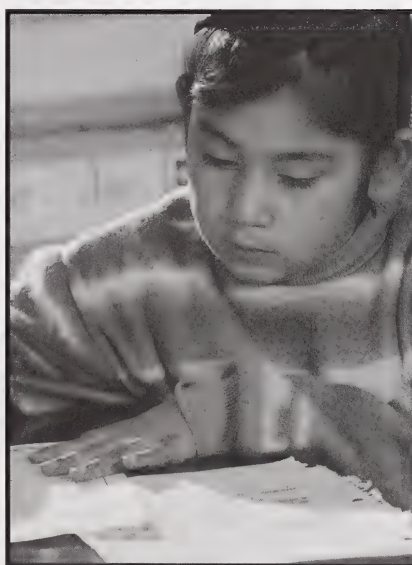
Time recommended: 10 minutes



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 17.



Project Time

Time recommended: 50 minutes

Both of today's projects are about making houses. Project Choice 1 builds a house to hold a collection. Project Choice 2 creates a picture of a house and all that it might contain.

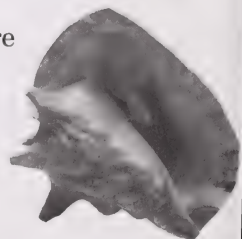
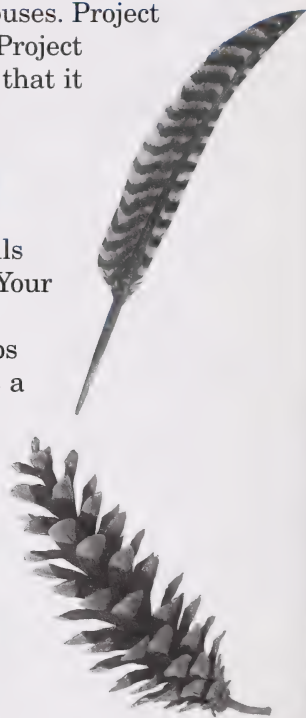
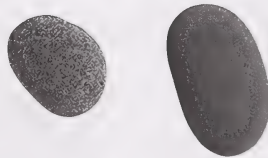
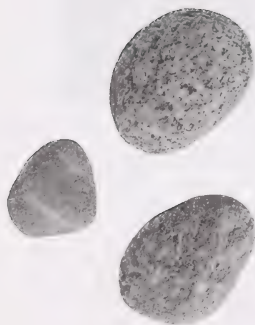
Project Choice 1: A House for Things

Collections are wonderful for developing skills such as counting, graphing, and classifying. Your student may have collected various nature materials that could be displayed. Or perhaps there is another type of collection that needs a case or container made for it.

If your student does not have any collections already begun, suggest starting one of rocks, shells, marbles, buttons, beads, bottle tops, or of animal pictures cut from magazines.

Turn ordinary boxes and containers into display cases and storage bins for the collection. Decorate the containers and add partitions if needed. A shoe box, for example, would be suitable for small objects. Cut three strips of light cardboard that are the same width as the box. Cut two strips of light cardboard that match the length of the box.

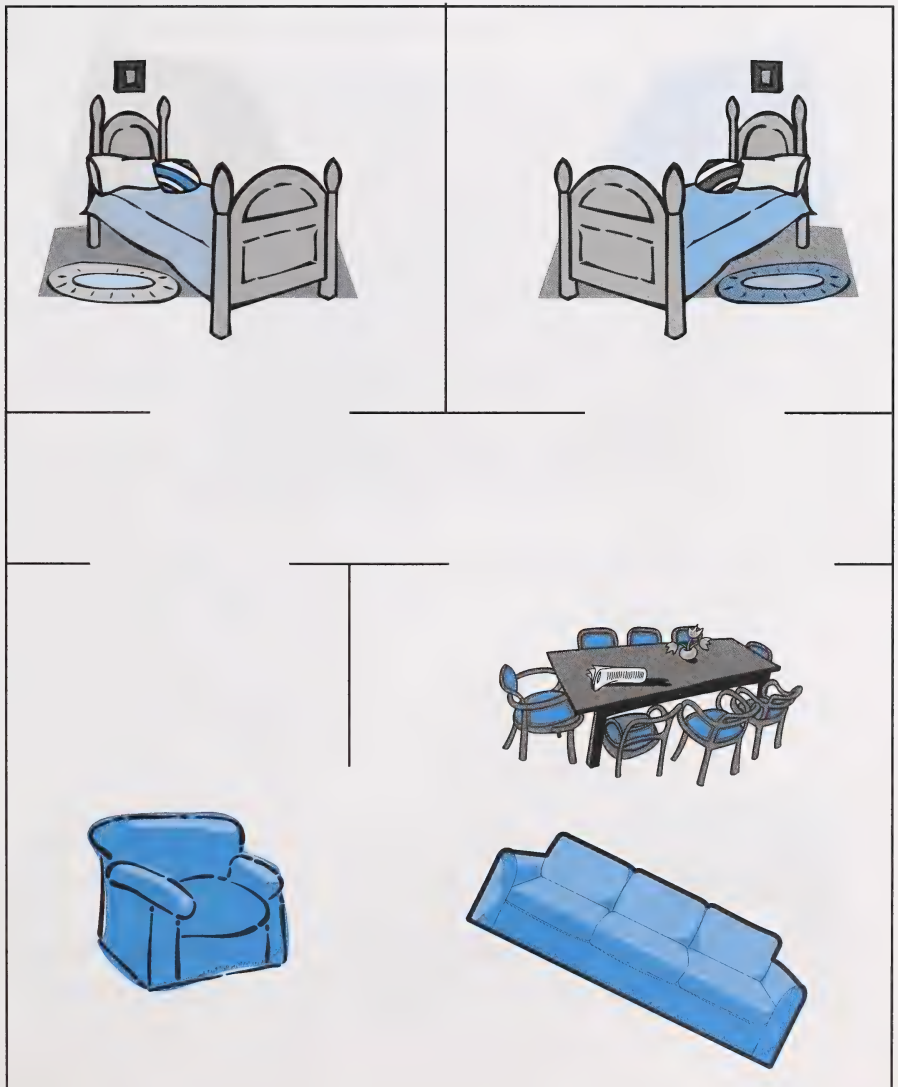
Cut a slit halfway through each strip, making sure that the slits will line up where the two strips intersect. Link the strips together at the slits until all the slits line up and you have partitions.



Set this form of partitions inside the box which is now ready to “house” your collection.

Project Choice 2: Houses in a Home

Draw the outline of a home on a large piece of art paper. Add felt pen lines to show the different rooms in the house. Find pictures in magazines to furnish the house, or draw pictures of what belongs in each room. Encourage your student to fill up the rooms so the house looks somewhat like your own home.



Sharing Time

Time recommended: flexible

Describe this morning's search for houses. Other members of the family might enjoy contributing ideas for houses inside of houses. Display today's project and answer questions about it.

Read the take-home phonics booklet aloud and give a demonstration of shadow animals. Would other members of the family like to make shadow shapes? Do you know how to make other shadow shapes besides the ones in the booklet?

Let's Look Back

Time recommended: 10 minutes

Review today's activities by asking the following questions:

What house do you like the best? Why?

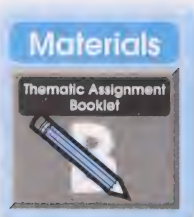
Do you have a collection?

What kind of collection do you have?

What type of collection would you like to have someday?

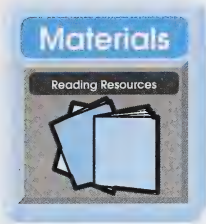
Where would you keep it?

What would you like to tell your teacher about today's activities?



Turn to Thematic Assignment Booklet 4B, and complete the Day 17: Learning Log.

Story Time



Time recommended: flexible

Your student might enjoy sharing the following animal poems from *Toes in My Nose* by Sheree Fitch.

- “The Porcupine”
- “William Worm”
- “The Lizard”
- “The Orangutan”
- “My Kangaroo”



Next day will be the final day in The Wonderful World of Animals.

You will learn about a really big home. How big?

You will find out on Day 18.

Day 18 is also the day to gather materials to send to your teacher.

The World Is a Home for All of Us



In this module your student has been introduced to wild and domestic animals—where they live, how they move, and how they meet their needs. There have also been lessons about similarities and differences between animals. This knowledge will help you play today's classification game.



Your student's skills in observing and understanding will be useful on your culminating field trip to a farm, zoo, animal shelter, or wherever you have been able to arrange. Even a visit to a family with pets would provide a chance for your student to observe animals up close. On the field trip, your student can personally discover how people care for animals and observe similarities and differences between them.



Today Writer's Workshop will be omitted to allow for preparation of materials for submission. This afternoon you will need to do the following:

- Check that all of the student's assignments and learning logs are completed in Thematic Assignment Booklet 4B.
- Check off items on Day 18: Student Folder Items found at the end of Thematic Assignment Booklet 4B.
- Celebrate the completion of the module by mailing it right away.



Quick feedback from the teacher provides reinforcement of work done and motivation for the work ahead.

Evaluation of the student's work will show what she or he is doing well and areas that might need further work.

By mailing the send-in material immediately, both you and the student are acknowledging an accomplishment.

Stopping for an ice-cream cone or another treat sweetens the memory and good feeling one gets when finishing a job.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 199 and 200
- Thematic Assignment Booklet 4B
– Day 18: Classification Cards

Math Time

- See Mathematics Module 4, Day 18.

Project Time

- nature magazines that can be cut

Let's Look Back

- Thematic Assignment Booklet 4B
– Day 18: Learning Log
– Student Folder Items

Story Time

- mutually chosen reading material



Calendar Time

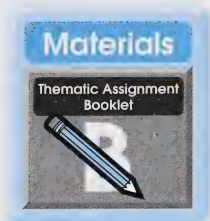
Time recommended: 10 minutes

As usual, your student will add the date to the calendar. Then prepare the Calendar Time word strips in the pocket chart. Is this a special day? Talk about any special events and note them on the pocket chart or on a piece of paper.

Today	is	Tuesday	,	January	9	.
Today	is	sunny	and	warm	.	

Remember to check your bird feeder and fill in the observation chart.

Focus for Today



Preview today's Learning Log. You will be asked to write **general observations about your student's acquisition of skills and knowledge in this module.** Your student is invited to make personal comments as well.

Language Arts

Time recommended: 35 minutes

Classification of Animals

Which animals go together? Today your student will experiment with how to classify animals.




Which animals go together?

If you were going to arrange animals in groups, what kind of groups would you choose?

Your student could suggest sorting them according to size, whether they are wild or tame, how they move, or what colour they are. List the groups and the animals that fit each category on separate sheets of paper.

Wild	Tame
lion	dog
tiger	cat



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 4B and remove Day 18: Classification Cards. Have your student cut out the cards on the lines and print the name of each animal on the line.

Save the cards as they will be used again today. You may want to keep them longer to be used as a family game.

Ask your student to choose groups from the list and sort the animals. How does he or she decide where to put them? Do some animals belong to more than one group? Continue with these questions.

Which animals live in the water?

Some water animals live in salt water (the ocean) and some live in fresh water (ponds and streams). Can you tell which is which?

Which animals are wild? Which are tame?

Which have more than two legs?

Which can swim? Which can fly?

Which animals could you see in winter?

Here is another example of two contrasting categories.

Domestic	Pet
cow	kitten
horse	gerbil

Enrichment (optional)

Finding Similarities

Spread out the cards face down on a table or floor. Ask your student to turn over two cards and tell one thing that is similar about the animals shown on the cards (both have four legs, both eat grass, both are tame, etc.). Continue with other pairs.



Do you see any similarities between the people and the Canada geese?

How Do They Move?

Play “Memory.” Spread the cards out face down. Turn over two cards. If both cards show animals that move the same way, keep the pair. If not, turn the cards back over. Take turns until no more pairs can be made.

Start a collection of animal cards. Make more cards to add to the set. Cut pictures out of magazines, mount them on cardboard, and add the names. Include animals from other parts of the world. Play these classification games with other family members.

Phonics

Materials

Phonics Book



Turn to page 199 in *Level A: Modern Curriculum Press Phonics*, where the “long a” sound is the topic for learning. Read the poem at the top of the page two or three times. Maybe you would like to jump rope to the verse.



Have your student say the names of the pictures on page 199, and then circle the pictures that have the “long o” sound. Mark the page, have the student do any necessary corrections, and re-mark that page in a different colour of pen.

After reading the directions at the top of page 200, your student should be prepared to do the page independently. Follow a similar marking procedure for this page.

Materials

Student Folder



Label both pages with the student’s full name and M4D18, and place them in the Student Folder.

Music and Movement

Time recommended: 15 minutes

The final Music and Movement activity for this module is a nature walk outside. You might walk through the neighbourhood or in a nearby park or natural area. As you walk, discuss these questions:

How can people help wild animals?

Is there anything that could help this area to be a better home for wildlife?

Talk about some or all of the following points:

- Pick up garbage.
- Plant flowers for bees and butterflies.
- Clean up after pets.
- Use the sidewalk instead of trampling plants.
- Plant trees.

Mention the importance of giving wild animals enough space. This means leaving wild areas for them to live in. Endangered animals need special help because there are so few of them left.

Giving wild animals enough space also means not getting too close to them. Discuss points about safety with wild animals as appropriate for your student.



Language Arts

Time recommended: 60 minutes

Reading

Today's reading selection is a retelling of an aboriginal **myth** from the traditional Peigan culture in Southern Alberta. It tells the story of how the land of the Blackfoot People came to be.

A myth is a traditional story about superhuman beings (animal or human) that attempts to explain why things are the way they are. In this case, it's about the beginning of time.

The story includes four animals—Goose, Otter, Muskrat, and Beaver—who are friends of The Old Man.

Introduce the muskrat and the otter to your student, and then read “The Old Man’s Land” aloud.



===== The Old Man’s Land =====

Once, long ago, there was only water. There was no land.

The Old Man floated on a raft over the water. With him were his animal friends—Goose, Otter, Muskrat, and Beaver.

The animals said, “Old Man, we want to build our homes. We need to have land.”

“Yes, you need to have land,” said the Old Man. “First, bring me some mud. I will make land from it. The mud is at the bottom of the water. Who will find the mud?”

“I will,” said Goose.

Goose dove into the water. She went down, down, down. But she could not reach the bottom. She sadly came back to the raft.

“The water is too deep,” said Goose.

“Who will go next?”

“I will,” said Muskrat.

Muskrat dove into the water. He went down, down, down. But he could not reach the bottom. He sadly came back to the raft.

“The water is too deep,” said Muskrat. “Who will go next?”

“I will,” said Otter.

Otter dove into the water. He went down, down, down. But he could not reach the bottom. He sadly came back to the raft.

“The water is too deep,” said Otter.

“Who will go next?”

All the animals looked at Beaver. Beaver took a deep breath and dove into the water. She slapped her powerful tail and went down, down, down.

Beaver went deeper than Goose. She went deeper than Muskrat. She even went deeper than Otter. But she did not reach the bottom.

Beaver was very tired. She knew she could go no further without air.

“I am the last animal to try,” thought Beaver.

“I must bring back the mud.”



With all the strength she had left, she reached her paw just a bit further.

Mud! She felt mud! Beaver closed her paw around a little bit of mud and rose to the surface.



All the animals gathered around Beaver as she gave the mud to the Old Man. They watched as the Old Man blew on the tiny bit of mud. He blew and blew and blew.

The tiny bit of mud flew into the water. There it grew and grew and grew, until all the water turned to mud. Then it hardened to land.

The Old Man walked over the land. He made mountains and lakes. He loved his land. He made it into his garden.

This is the land the Old Man made. It is the home for Goose, Muskrat, Otter, Beaver, and all their animal friends.

You can help to look after the land. You can help to take care of the animals that live here.

Discuss the story using the following questions:

Who was on the raft?

Why did the animals dive into the water?

Why did they need mud?

Which animal was the first to dive?

What happened?

Which animal was second to dive? Third?

Which animal brought back the mud?

Share reading the story one more time. Read the story together or take turns reading the paragraphs. Another option is to have the student read the spoken parts in quotation marks. A more advanced student may wish to read the whole story, possibly practising to present it at Sharing Time.

Have the child focus on the way the story characters would feel at each point of the story.

Focusing on the possible emotions involved will

- extend the student's vocabulary regarding emotions
- extend the student's understanding of feelings
- improve the student's ability to **empathize** or put herself or himself in the other person's place

After rereading the story, ask the child to express personal thoughts and feelings about the story. Find out what the student liked or did not like about the story.

Enrichment

Stories similar to "The Old Man's Land" exist in various North American tribal cultures. In many cases, the story tells about the time when the earth was all covered with water.

Materials

Reading Resources



You may wish to research another version of the story, such as “The Beginning of the Cree World,” found in *Indian Legends of Canada* by Ella Elizabeth Clark. See the list of Additional Resources at the beginning of this module.

Point out the **moral**, or lesson, of the story stated in the last paragraph. Ask the following question.

What can we do to help look after the land
and the animals that live here?

List the ideas on the chalkboard or on a piece of paper.

Note: Writer’s Workshop has been omitted this morning to allow more time for the preparation and submission of your Module 4 assignments.

**Now would be a good time to take a
lunch break.**

**Can you help with lunch
preparation and cleanup?**

**That’s another way of showing
responsibility.**



Silent Reading

Time recommended: 10 minutes



Does your student find it easy to locate material that can be read independently? Sometimes a child will pore over a book that is too high in reading level, thoroughly enjoying the book and even absorbing information. Non-fiction books with pictures, for example, entice the student to find out more about a topic.

By providing a wide variety of books and magazines, you are encouraging the child to select books that are personally enjoyable. Learning to choose what to read is a part of this Grade One Program.

Students don't always know what they want to read. This is when it is important that you have some books in mind that would be a suitable topic and reading level. Make it clear that these books are suggestions, rather than assignments.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 18.

Today you will submit Mathematics Assignment Booklet 4B and other required activities.

Project Time

Time recommended: 50 minutes

Today's project is a wildlife collage. Ask your student to choose a focus for the collage. The focus could be a colour, such as yellow or brown. The student will cut pictures of animals that are the chosen colour from used magazines.

Other possibilities to focus on include the following:

- patterns, such as stripes or spots
- feet
- ears
- eyes
- mouths
- feathers

The student will then arrange and glue the cut-out pieces on a background paper using the following techniques:

- overlapping
- using families of shapes, such as circles or triangles
- repetition of colour or texture
- contrast of light and dark

Encourage your student to fill the whole page. When the work is completed, remind your student to step back and have a look. Does it need any finishing touches?



When the art piece is dry, label the back with the student's full name and M4D18 before placing it in the Student Folder, which you will be preparing for submission shortly.

Sharing Time

Time recommended: flexible

Introduce the family to the classification cards and invite everyone to suggest further categories.

If time permits, you may wish to play games with the cards, such as a memory game or the games suggested during the first Language Arts session for today.

Does your student want to read the aboriginal story presented during Reading? You may want to share this afternoon's collage before packaging your materials.

Let's Look Back

Time recommended: 10 minutes

Ask the following questions.

What was your favourite part of this module?

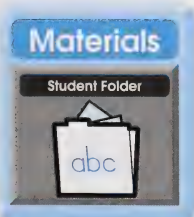
Why?

Which animals would you like to learn more about?

Which new vocabulary words do you know?

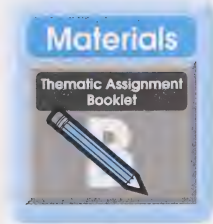
Which new spelling words do you know?

Which skills do you think you improved the most in this module?



Turn to Thematic Assignment Booklet 4B, Day 18: Learning Log. Add your student's comments as well as your own.

Items for Mailing



Turn to Thematic Assignment Booklet 4B, Student Folder Items. Check off the items for mailing as you gather them together. With a paper clip, attach the additional required assignments to the front of Thematic Assignment Booklet 4B. Enclose all of this material in the submission envelope for mailing.

Story Time

Time recommended: flexible

Do you have a favourite book about animals to read or are you ready to peek ahead to Module 5, Families: Yours and Mine?

Congratulations!
You have now finished
“The Wonderful World of Animals.”

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